

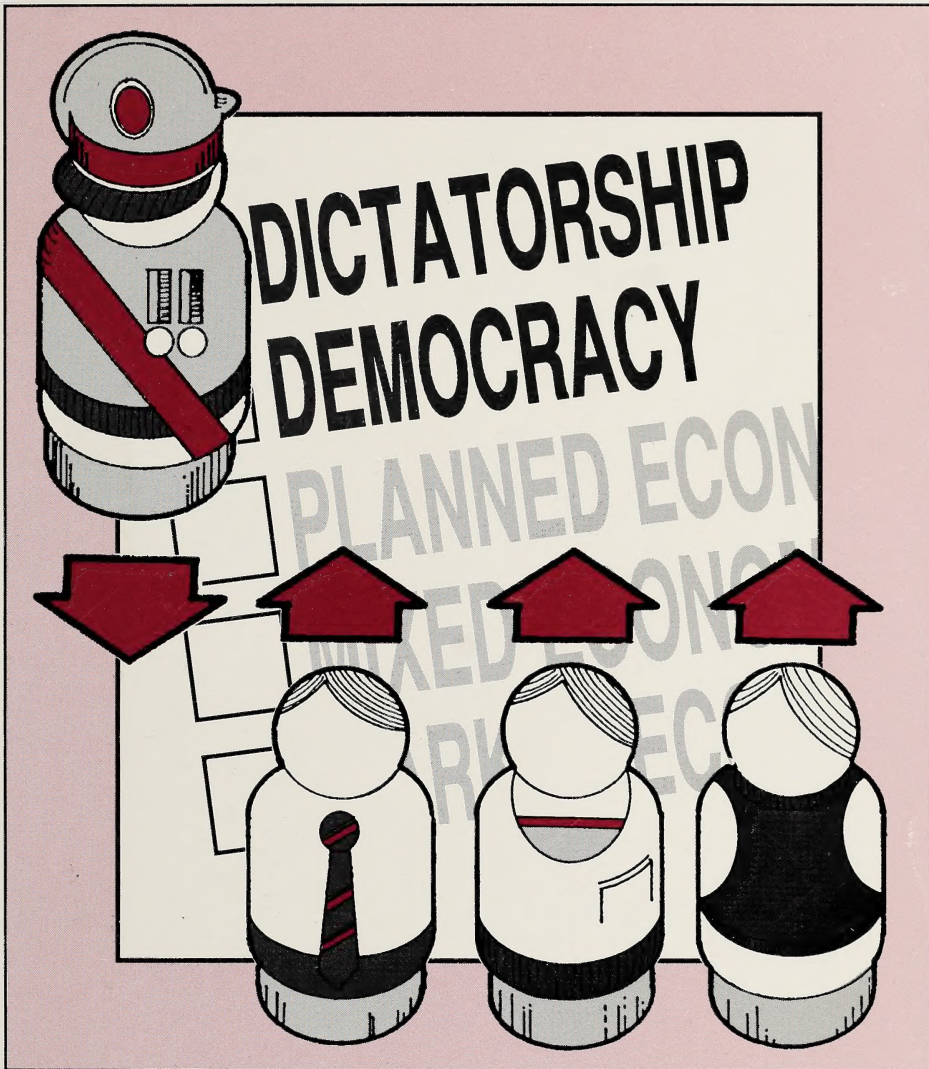
2196-2652

University of Alberta Library



0 1620 3681710 2

SOCIAL STUDIES 3



MODULE 2: POLITICAL PERSPECTIVES



**Distance
Learning**

Alberta
EDUCATION



Social Studies 33

Module 2

Political Perspectives



Social Studies 33
Student Module Booklet
Module 2
Political Perspectives
Alberta Distance Learning Centre
ISBN 0-7741-1238-7

This document is intended for	
Students	✓
Teachers (Social Studies 33)	✓
Administrators	
Parents	
General Public	
Other	



The Alberta Distance Learning Centre has an Internet site that you may find useful. The address is
<http://ednet.edc.gov.ab.ca/level3/adlc/300/adlchome.html>.

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

ALL RIGHTS RESERVED

Copyright © 1996, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2. All rights reserved. Additional copies may be obtained from the Learning Resources Distributing Centre.

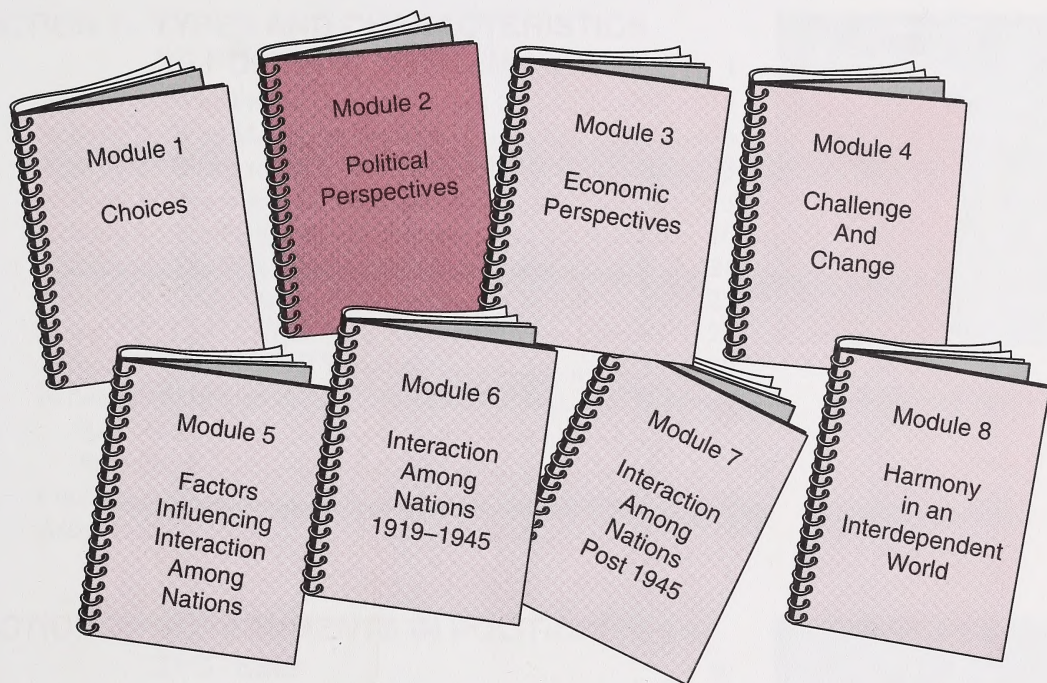
No part of this courseware may be reproduced in any form, including photocopying (unless otherwise indicated), without the written permission of Alberta Education.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Education so that appropriate corrective action can be taken.

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

COURSE OVERVIEW

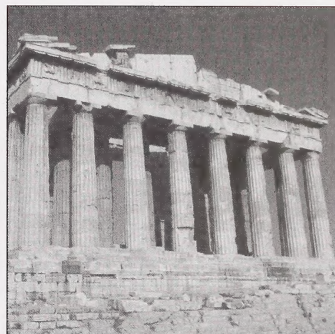
This course contains eight modules. The module you are working on is highlighted in a deeper colour.



Contents

MODULE OVERVIEW	1
Evaluation	1

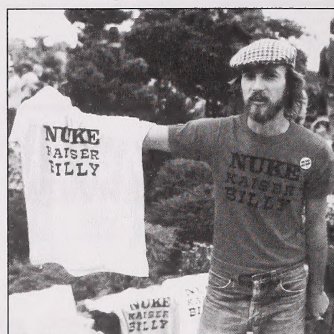
SECTION 1: TYPES AND CHARACTERISTICS OF POLITICAL SYSTEMS	3
Activity 1: Why People Disagree	4
Activity 2: Who Makes the Decisions?	6
Activity 3: Characteristics of a Dictatorship	8
Activity 4: Power in a Dictatorship	13
Activity 5: The People Reign Supreme	16
Activity 6: The Watchdogs of the Government	21
Activity 7: Individual Freedom, or Social Control?	25
Activity 8: Left or Right Wing, Conservative or Liberal?	28
Activity 9: Putting It All Together	30
Follow-up Activities	33
Extra Help	33
Enrichment	37
Conclusion	38
Assignment	38



SECTION 2: GOVERNMENTS IN POLITICAL SYSTEMS	39
Activity 1: Who Makes the Decisions?	40
Activity 2: The Distribution of Power	42
Activity 3: Democracy Is the Servant, Not the Master	44
Activity 4: Decisions, Decisions, Decisions	47
Activity 5: Individual Interests Versus the Group	50
Activity 6: The Majority, or the Minority?	53
Follow-up Activities	58
Extra Help	58
Enrichment	60
Conclusion	60
Assignment	60



SECTION 3: THE INDIVIDUAL IN POLITICAL SYSTEMS	61
Activity 1: Citizen of the State	62
Activity 2: Citizen Involvement	64
Activity 3: Citizens Seeking Freedom	67
Activity 4: Not to Be Taken for Granted	69
Activity 5: Ideals and Empty Promises	71
Follow-up Activities	74
Extra Help	74
Enrichment	76
Conclusion	78
Assignment	78

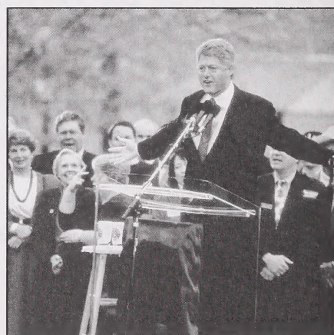


WESTFILE INC.

SECTION 4: DICTATORSHIP IN PRACTICE	79
Activity 1: Unlimited Power over the Individual	80
Activity 2: The Elite Make the Decisions	85
Activity 3: The Collective Versus the Individual	93
Activity 4: The Citizen Has No Rights	95
Follow-up Activities	98
Extra Help	98
Enrichment	102
Conclusion	104
Assignment	104



SECTION 5: DEMOCRACY IN PRACTICE	105
Activity 1: Power to the Individual	106
Activity 2: Checking the Power of Government	115
Activity 3: The Right to Disagree	120
Activity 4: Representing the People in a Different Way ...	123
Follow-up Activities	126
Extra Help	126
Enrichment	130
Conclusion	131
Assignment	131



MODULE SUMMARY	132
-----------------------------	-----

APPENDIX	133
-----------------------	-----

MODULE OVERVIEW

Many differences exist in how societies make decisions in order to satisfy the needs and wants of their citizens. These differences result from the attitudes and beliefs of political systems in our world. In Module 2 you will compare the different types of political systems. You will attempt to decide which system allows the best opportunity for its citizens to get involved as effective and responsible members of society.

This module consists of five sections.

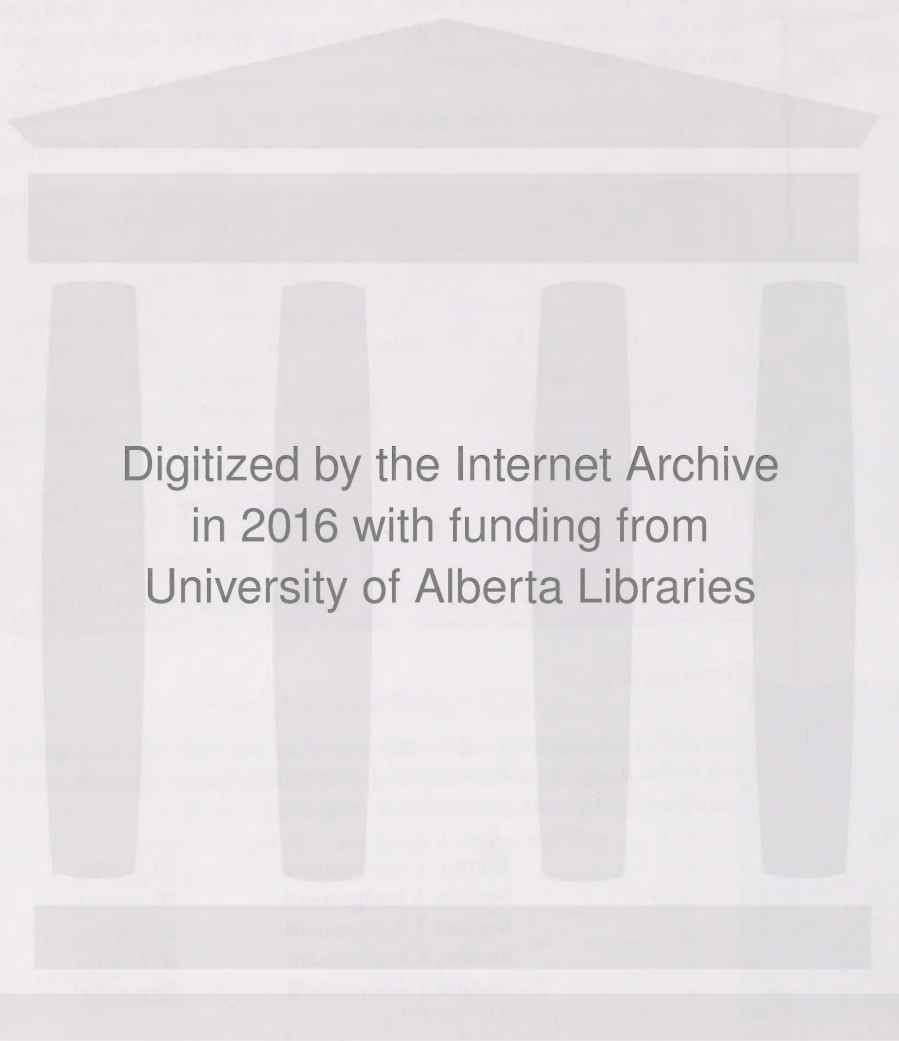
MODULE 2: POLITICAL PERSPECTIVES	
SECTION 1 Types and Characteristics of Political Systems	SECTION 2 Governments In Political Systems
	SECTION 3 The Individual In Political Systems
	SECTION 4 Dictatorship In Practice
	SECTION 5 Democracy In Practice

Evaluation

Your mark in this module will be determined by how well you complete your work in the Assignment Booklet. In this module you must complete five section assignments. The mark distribution is as follows:

Section 1 Assignment	20 marks
Section 2 Assignment	20 marks
Section 3 Assignment	20 marks
Section 4 Assignment	20 marks
Section 5 Assignment	<u>20 marks</u>

TOTAL	100 marks
--------------	------------------



Digitized by the Internet Archive
in 2016 with funding from
University of Alberta Libraries

<https://archive.org/details/socialstudies3302albe>

Types and Characteristics of Political Systems



The Parthenon, Athens, Greece

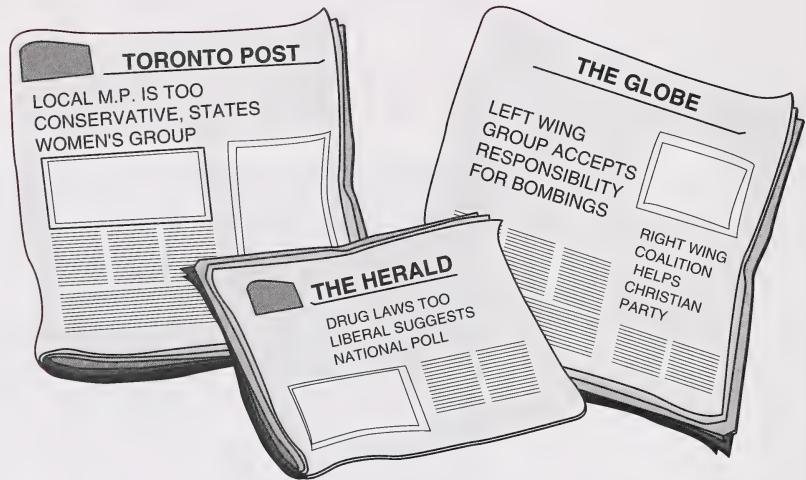
Citizens of ancient Greece were able to participate directly in the decision-making process of their political system. Do Canadians have this type of system? What are the major political systems in the world today? How do they differ in the ways they allow their citizens to make decisions? Also, how do they differ in the ways that governments exercise power?

It is important to realize political systems and their goals are based on a system of ideologies. These ideologies dictate how involved a government is in the affairs of its citizens.

The activities in this section will help you understand the ideologies behind the major political systems. They are designed to help you

- understand that an ideology is a system of beliefs
- recognize that those beliefs determine how much a government becomes involved in the affairs of its citizens
- recognize that political beliefs determine how much a citizen is involved in the decision-making process
- identify the different ideologies that exist in the world today
- understand the goals of political systems
- establish a spectrum or continuum on which to place these ideologies

Activity 1: Why People Disagree



Ideology: a system of beliefs that is used to explain views of the world

Left wing: a liberal point of view that desires reform, sometimes even revolution, to bring about change to the established order

Liberal: a person willing to accept new ideas and change

Conservative: a person who tends to reject change, and who likes things the way they are

Right wing: a conservative point of view which could even include changing things to the way they were in the past

Elite: a powerful minority group inside a government who make political decisions

Each of these headlines reveals something about **ideology**. Every society has its own ideology, which we use to understand the environment around us. An ideology brings people together under a common system of attitudes and beliefs.

Knowing what an ideology is will help you understand what the terms **left wing**, **liberal**, **conservative**, and **right wing** mean. You often hear these terms being used on television, in daily newspapers, magazines, and conversation. Do you really know what they mean?

Political ideologies can be categorized into two systems of beliefs:

- democracy
- dictatorship (or authoritarian government)

Democracy is the principle whereby the government is elected by the citizens of a society to make decisions on their behalf. It is, as defined by Abraham Lincoln, a "government of the people, by the people, and for the people." In this way, the government is responsible to its citizens.

Dictatorship is the principle whereby the government consists of an individual or a select group of individuals known as an **elite**. The government usually gains power either through military force or through inheritance. Because decisions are made without citizen approval or consultation, the government is not responsible to its citizens.

1. The political systems of countries may be classified as either democracies or dictatorships. Using current world countries give four examples of each type of political system. For example, Canada could be listed as a democracy.

Democracies	Dictatorships

2. Beside each of the following statements, indicate whether the statement is supportive of a democracy or a dictatorship.
 - _____ a. Individual and minority rights are absolutely basic to society.
 - _____ b. The government has the right to choose what its citizens read or hear.
 - _____ c. The individual in society is secondary to the whole society.
 - _____ d. Individuals in society have the opportunity to participate in the political process.
 - _____ e. The people have the right to remove their leaders and replace them with more suitable representatives.
 - _____ f. All individuals have the same political and legal rights.
 - _____ g. All political decisions concerning the individual and society are made by the government.

Check your answers by turning to the Appendix, Section 1: Activity 1.

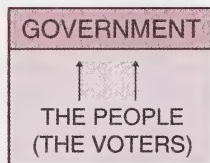
Activity 2: Who Makes the Decisions?

Authoritarian: a political system in which the leader and the elite make all the political decisions

Totalitarian: a political system which stresses total control of all aspects of the individual's life



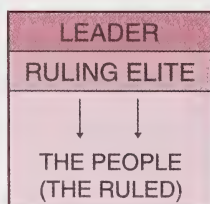
Democratic Form



In a democracy political decisions are made by a government that is elected by the citizens of that society. In other words, the responsibility for governing comes from the participation and involvement of the people (citizens). Democracy believes that the government should be the servant of the people and not their master.

In practice a democratic government tends to be very responsive and sensitive to the wishes of the people, if only to remain in power. The arrows on the diagram indicate the participation by the people in the decision-making process.

Authoritarian Form



In an authoritarian form of government (commonly referred to as a dictatorship) all political decisions are made by the small ruling elite. This is based on the idea that only the elite can make informed decisions, leaving the governed no political voice. In such a system, the people on the bottom follow the commands of the leader and the ruling elite. The arrows on the diagram indicate the absence of participation by the people in the decision-making process.

1. Why do the arrows in the dictatorship go down from the leader to the citizens, while the arrows in the democracy go up from the citizens to the government?

2. Give an example of when the leaders in a democracy should make all the decisions without participation from its citizens.

3. Fire chiefs make most of the decisions at the scene of a fire when they tell the fire fighters where to direct their hoses, or how to best combat the fire. Is this an example of a dictatorship? Give reasons.



PHOTO SEARCH LTD.

Check your answers by turning to the Appendix, Section 1: Activity 2.

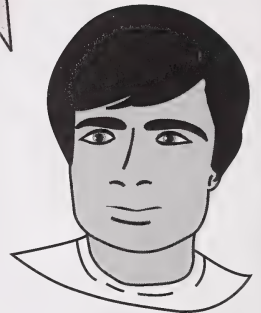
Activity 3: Characteristics of a Dictatorship



Can you remember when you were in junior high? Were there any kids who picked on the smaller, weaker ones?

Yes, I can think of at least one. He and his friends terrorized the kids who couldn't fight back. Sometimes he stole their lunches, made fun of their clothes, or picked a fight with them on their way home from school. No one dared talk back to him for fear the punishment would be even more severe. Nobody dared tell on him either because he'd get them later.

That bully and his small gang were practising some of the same characteristics and techniques that can exist in some dictatorships. What, then, are some of the features that make up a dictatorship?



Dictatorships have been around ever since people organized society into political units. Various forms of dictatorships have risen and later disappeared. Twentieth century dictatorships use many of the ideas of earlier dictatorships.

First, in a dictatorship, all public decisions are made by the ruling elite. Remember, an elite is a small group of individuals who make all of the political decisions. This elite, or minority group, usually claims the right to rule regardless of public opinion.

Second, a dictatorship does not respect the rights or freedoms of individuals or groups within that society. The individuals of society serve the government, and therefore, are given very few, if any, rights and freedoms.

There is also no room in a dictatorship for **freedom of speech** or **freedom of assembly**. Dictatorships do not permit these freedoms as they see them as a threat to their leadership.

Freedom of speech: the freedom to voice an opinion without fear of punishment from the government

Freedom of assembly: the right to get together with others to discuss problems

Fascism: a political system in which the government has total control over the individual; it is a single-party dictatorship, which is intensely **nationalistic**, racist, militaristic, and **imperialistic**

Nationalistic: having an attitude which favors the concerns of one's own country over those of other countries

Imperialistic: having the desire to control another nation's territory for economic, political, or territorial gain

Communism: a political system in which the government has total control over the individual; it is ruled by a single party which rules over a classless society, following the doctrines of Karl Marx

A dictatorship involves political inequality and absence of political competition. There is room for only one political party in power and the viewpoints of individuals and other groups are not tolerated.

Two examples of dictatorships that will be dealt with later on in this module are **fascism** and **communism**.

1. List the basic characteristics of a dictatorship.

2. In your own words, write what you think is meant by the terms *freedom of speech* and *freedom of assembly*.

3. Provide some examples of freedom of speech and freedom of assembly in Canada. Why are these freedoms so important in a democracy?

4. How does a democracy permit political competition in society?

5. Why is political competition not allowed in a dictatorship?

Check your answers by turning to the Appendix, Section 1: Activity 3.

Types of Dictatorships

Military



- The leader is in control of the armed forces.
- The military ensures that the laws, courts, and police carry out the will of the leader.
- It has the appearance of a parliamentary or presidential type of government, but citizens have no say in government.
- Chile and Argentina at various times have been military dictatorships.

Traditional Absolute Monarchy

- It is a government where one individual has total control.
- The leader has the ability to pass power on to his heirs.
- It is usually a feature of a traditional type of society.
- An example is Saudi Arabia.



Ideological One-Party State



- One small political group is in power.
- No dissent or opposition is allowed.
- Government policy is based upon a system of doctrines.
- Only the small elite has the right to carry out the aims of those doctrines.
- It often appears in under-developed societies that wish to industrialize.
- An example would be the government of China.

Nationalist One-Party State



- It is a single mass party under one leader.
- It is extremely nationalistic.
- It appears in advanced and industrial societies.
- It has racist policies.
- It is very imperialistic.
- It is militarist.
- Nazi Germany and Fascist Italy are common examples.

6. Sometimes it is helpful to put information into an easy-to-understand format so that, at a glance, you can have all the details at your fingertips. Use the information from this activity to complete the following chart.

Type of Dictatorship	Example	Characteristics
Military		
	Nazi Germany Fascist Italy	
		<ul style="list-style-type: none">• characteristic of traditional societies• leader passes power on to the heirs• one individual has total control
	Soviet Union China	

Note: In Social 33 the former Soviet Union (USSR) will still be called the Soviet Union, even though the country no longer exists.

Check your answers by turning to the Appendix, Section 1: Activity 3.

Activity 4: Power in a Dictatorship

New to the dictatorships of the twentieth century is the rise of the totalitarian state. There is total control of society in this type of dictatorship. Specific examples of totalitarianism are Hitler's Nazi Germany and Stalin's era in the Soviet Union. Read the following to learn more about totalitarianism.

Totalitarianism¹

TOTALITARIANISM is a political philosophy. It describes a system in which a highly centralized government is controlled by one political group. No alternative political parties or groups are permitted. The duties of the citizen to the state are all-important. Political, economic and social life are directed by the official party.

Totalitarian movements seek control of everything. This control goes beyond the normal areas of government concern to include even personal life. Everything an individual does, from having children to what is grown in his garden, is a concern of the state.

A plan for a new society is an important feature of totalitarianism. A totalitarian movement doesn't just think up a new idea of how society should be organized. Instead it works out a scientific or historical theory justifying its position. This makes people much more likely to accept the plan.

It's like someone saying you can't think that "because I say so."

Most people aren't willing to accept this kind of reasoning. However, if people are given reasons for believing something, they more readily accept the idea.

This is the way a totalitarian plan for a country works. People are told there are historic or scientific theories supporting the idea; so they become more willing to accept it as a truth.

Part of a totalitarian plan is an enemy

of some kind.

For the Nazis of Germany it was the Jews. Working against the Jewish "enemy" gave the Germans a point on which everyone could unite.

BASIC CHARACTERISTICS

Here are some basic characteristics of totalitarian societies:

1. An official plan which covers all vital aspects of human existence: Everyone living in a totalitarian society is expected to accept this ideology without question.

2. A single mass party usually under one leader: The party generally represents a small percentage of the population. Party members are totally dedicated to the plan and are prepared to promote its general acceptance in every way possible.

3. A government monopoly of police and weapons: This includes a system of police control directed against all enemies of the regime. These enemies can include anyone who is suspected of being disloyal to the regime as well as any open critics or "historic" enemies.

4. Party control of all means of mass communication: This includes the press, radio and films, as well as art, music and literature. All these methods of communication are used to train people to think and behave in a specific way. This process is known as indoctrination.

5. Tight control of the country's economy by the totalitarian party

¹Canada and the World for the excerpt from *Canada and the World* "Totalitarianism," by Philippa Dunn, February 1973, pp. 16-17. Reprinted by permission of Canada and the World.

ADVANTAGES

One party directing everything makes running a country simpler. In a democratic system things can't always work smoothly. The government might try to introduce some program, but quick action is impossible because there are certain people who object to the program. This can happen even if the proposed program is considered good by most people. A few objections can delay government action. This type of situation doesn't exist in a totalitarian system. Once the government decides something should be done the plan goes through. No opposition is allowed.

Having everything unified in the country also has advantages. For example a totalitarian regime would establish one system of education. This means that you wouldn't encounter the same kinds of problems you would in Canada, if you moved from one region to another.

Totalitarian regimes can also make solid economic gains. In many cases they have worked successfully to transform a country into an industrial nation. They have accomplished high rates of employment, fostered economic growth and made necessary reforms in areas such as taxation.

DISADVANTAGES

People can point to horrible events that have taken place in the name of totalitarianism. Hitler's concentration camps and his wholesale slaughter of Jews would be an extreme example of

this. But even without such desperate events, totalitarianism is considered harmful because it denies individual freedom.

Freedom of thought and action are issues which have caused men to engage in countless struggles. Totalitarianism denies such liberties. For this reason totalitarianism is considered destructive of the individual.

Totalitarian movements assume they have the final knowledge and authority on all matters. This is like placing oneself on the level of a god. In other words there is no possibility for any criticism or alternative way of thinking. It is like saying that everything a Canadian prime minister does is right. It is really hard to believe that someone can be right 100 percent of the time. To have the freedom to question things is far healthier.

Also, people living in a totalitarian regime have no options whatever. They have to act entirely according to the government's wishes. In Canada it is quite possible to refer to a politician as an idiot. To make such a statement publicly in a totalitarian regime is almost certain to lead to imprisonment or death.

In a totalitarian regime people become afraid of making any personal comment in case it should be considered disloyal to the regime. This creates a state of constant tension and fear which can harm even relationships between friends, or members of a family.

-
-
1. What is totalitarianism?
-
-
-

2.

In your own words, briefly list some of the characteristics of a totalitarian state.
3.

Why is it important to have an enemy in a totalitarian state?
4.

In a democracy there are alternative political parties, citizen participation in government, and only limited government control of the mass media. Why do you think this is essential in a democracy?
5.

Why is it important for a totalitarian state to have no alternative political parties, no citizen participation, and total control of the mass media?
6.

Complete the following chart. Using the information from the article “Totalitarianism,” identify the advantages and disadvantages of the totalitarian state.

Advantages	Disadvantages

7. What do you think happens to people in a totalitarian state who do not go along with their leaders?

8. Do you think totalitarianism could come to power in Canada? Why or why not?

Check your answers by turning to the Appendix, Section 1: Activity 4.

Activity 5: The People Reign Supreme

Direct Democracy

Imagine living in a small village of no more than two hundred people. Every week a meeting is held to decide local issues such as how many crops to plant this year, how to deal with packs of wild animals that are attacking the cows and sheep, or whether or not to dig a new irrigation ditch.



All the citizens over the age of eighteen are allowed to participate in this meeting, and everyone is given the opportunity to speak. After all the citizens express their points of view, a vote is taken. The wish of the majority is the decision taken.

Along with participation in decision making, other ways in which the citizens of this community could participate in the affairs of this village include

- the opportunity to serve in some governmental position, usually chosen by lot (or chance)
- serving on citizen juries, arriving at decisions of justice involving citizens of the town
- serving as a citizen soldier—for a certain period during the year, the citizen is expected to help in the defense of the community
- the opportunity to pass judgement on the effectiveness of a leader

If the leader exercised powers in a manner not supported by the democratic ideals of the community, that leader could be forced into exile.

Does this system of government seem farfetched to you?

Well, this form of government actually did exist in ancient Greece. Greece was the first country to consider all free men (not women) as citizens and members of the assembly. They were all allowed to take part in the decision making. This system is called **direct democracy**.

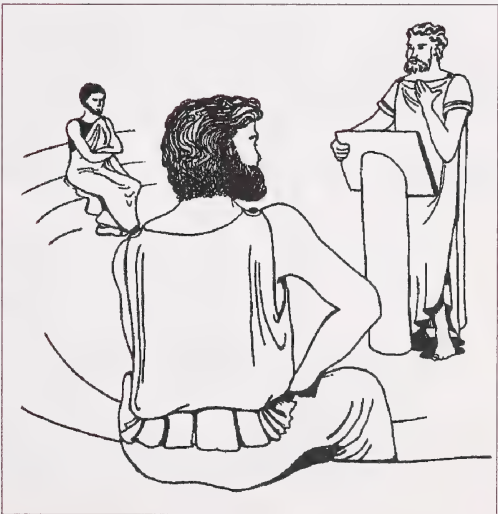
Direct democracy: a political system where all citizens make the laws and decisions themselves, on a majority basis

Representative Democracy

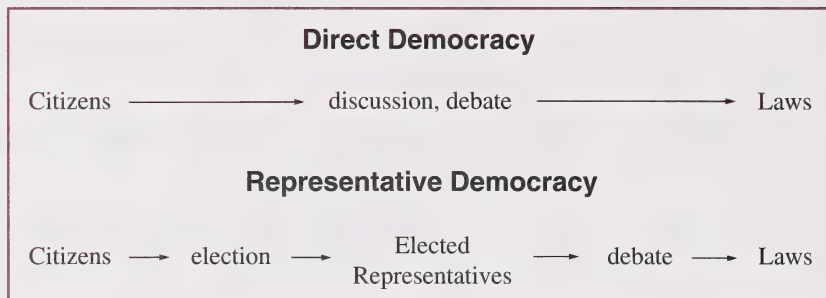
What happens when a democratic country becomes too large (both in population and in area) to allow everyone to take a direct part in decision making?

Canada, just like most other democratic nations, practises a system called **representative democracy**. Representatives legislate (or make) laws on behalf of the citizens who elect them. Depending on whether they do a good job or not, elected representatives could be voted in again during the next election.

Representative democracy: a political system in which leaders are elected by the people to make decisions for them in government



The systems can be represented in the following way:



1. Explain why a system like direct democracy wouldn't work in today's society.

2. Which country was first to use a system of direct democracy?

3. Why might a direct democracy not work smoothly and efficiently?

4. Name a problem with our current system of representative democracy.

Check your answers by turning to the Appendix, Section 1: Activity 5.

Democracy is a system where authority of the government comes from and depends upon citizen consent. Dictatorships do not allow their citizens to participate while democracies do . . . to what extent, though?

In Canada, voters choose individuals to represent them at the decision-making level. There is a problem though. Some people believe that representatives should serve the interests of the voters. What happens then if the voters offer two or more courses of action? How do representatives in government act if they are opposed to what the voters want? Other people believe that representatives should use their own judgement in making decisions. That, along with the government's policy on certain matters, places an emphasis on doing what is best for the whole country rather than what citizens of a specific area want.



Some think representative democracy is not the best way to guarantee democracy. The representatives do not really have to listen to the voters, or do they? How do voters ensure that the people they elect to represent them in government do what the voters want them to do. There are safeguards.

- The party system provides the voter with alternative policies from which to choose.
- Pressure groups or special interest groups influence, or try to influence, government policy.
- The media (newspapers, radio, television) act as the guardian of minority rights by making sure the elected representatives do what they should.
- Periodic elections provide voters the opportunity to choose someone else to represent them if they are not satisfied with the representative's performance.

There are no such safeguards in a dictatorship. The ruling elite has effectively eliminated citizen participation. Democracy is not a perfect system, but it attempts to allow citizens to participate in the decision-making process.

5. What is the dilemma confronting elected representatives in a democracy?

6. Besides electing representatives, what other means are present that allow the citizen in a democracy to participate in the decision-making process?

Check your answers by turning to the Appendix, Section 1: Activity 5.



How is a citizen in a democratic country able to keep an eye on what the elected representatives are doing?

This is done through the party system, pressure groups, the media, and periodic elections. In the next activity you will see how all these work to ensure that citizens act as watchdogs over the government.



Activity 6: The Watchdogs of the Government

Probably the most important means of communication between citizens and government is the political party. Each citizen can have an impact on the government in two ways:

- by joining political parties and becoming active in the political process
- by participating in the electoral process by voting during elections

By joining parties, citizens can become actively involved in election campaigns, fund-raising, development of policy plans and goals, and public-awareness campaigns. Also, there are ways citizens can help get their party candidates elected: by supporting them and by being involved in elections.

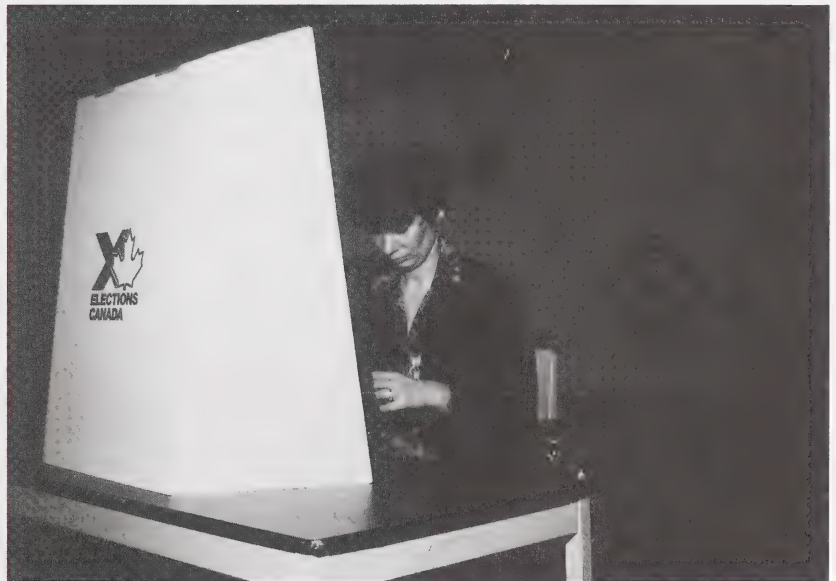


PHOTO SEARCH LTD.

By voting, average citizens have some control in the political process. By casting ballots, they make the decision as to who will represent them. They choose candidates who represent their interests, and if those interests are not followed, citizens have the opportunity to change their choices of representatives. Members of elected bodies want to know what the voters are thinking, and they will take the time to listen to citizen concerns. In this way, the citizen has important input in the political process.

1. How does voting ensure that citizens have input into the democratic process?

2. How does participating in political parties and voting in elections allow the citizen to have input into the political process?

Media

Media: means of communication such as newspapers, magazines, radio, and television

Can people use the **media** to ensure that the government does a good job? Governments let citizens know what they think and do through the media. Can't the citizens influence the government through the media also?



Very true! If you don't agree with something government does, or plans to do, write a letter to the editor of your newspaper. Another way of using the media is to contact newspaper or TV reporters to make them aware of an injustice occurring. By finding facts and making them public, reporters often influence the type of legislation governments pass.

3. By using the media, how can the citizen influence the government?

***Pressure group:** a group of citizens with similar concerns or interests who attempt to influence government decisions*

Pressure or Interest Groups

Since governments are reluctant to act on the opinions of individuals, citizens join together to form a **pressure group**. They believe, and rightly so, that the voice of many will outweigh the voice of one.

For this reason Canadians with similar interests, beliefs, or needs form or join such groups. When many people work together and help raise funds, it is possible to

- hire lawyers
- open offices
- hire permanent staff
- organize and distribute petitions
- start letter-writing campaigns
- hold rallies

Well-organized interest groups with many members and adequate funds can make sure that government and the public hear their messages.

One such pressure group is **PRIDE**—**P**eople to **R**educe **I**mpaired **D**riving **E**verywhere. Their goals are to

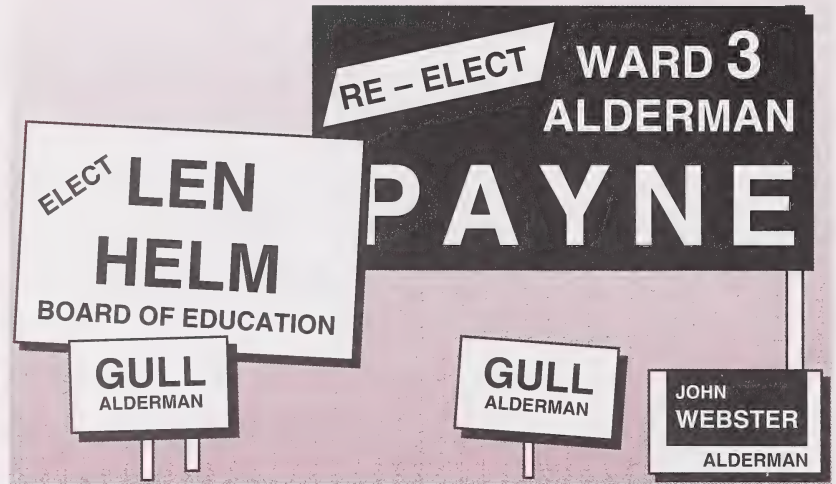
- influence government to pass laws which carry more severe sentences for those convicted of drinking and driving
- encourage more use of breath-testing equipment by police
- create better awareness by the public of the dangers of drinking and driving

4. What tactics or actions does PRIDE use to influence government?
- _____
- _____
- _____
5. List any changes that have taken place as a result of PRIDE’s pressure on the government?
- _____
- _____
- _____

If you have access to a computer linked to the Internet, do some net surfing to learn more about groups against impaired drivers. Use your search tools to look up groups such as MADD—Mothers Against Drunk Driving.



Periodic elections are also used as a means to influence the government. Elections ensure that the government pays close attention to the wishes and demands of the citizens.



Elections

In a democracy governments are concerned with public opinion. In order to stay in power governments have to be responsive to the voters who put them in power. By holding elections, citizens of a democracy are, in fact, passing judgement on the government in office. If the voters feel that their representatives are not responding to the wishes of the citizens, then they may choose to replace their representatives. Elections are also a means the voters use to voice their approval or disapproval of their elected officials' performance in decision making. By voicing disapproval the government may have to make the decision to change some of its policies if it wishes to remain in power. By voicing approval the government is receiving information that the voters are pleased with the decisions that it is making. In this way, free periodic elections are an essential aspect of a democracy.

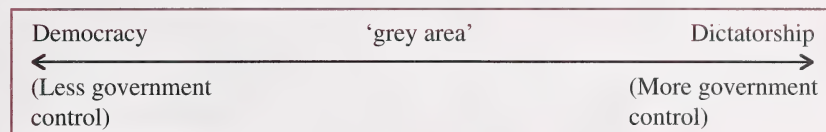
6. For what reasons are elections important in a democracy?

Check your answers by turning to the Appendix, Section 1: Activity 6.

Continuum: a means of arranging various viewpoints to indicate differences (also known as a *spectrum*)

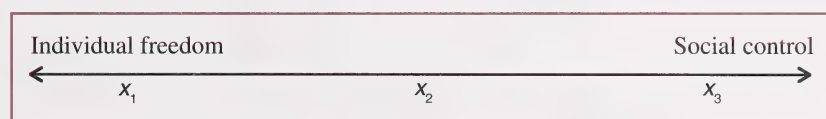
Activity 7: Individual Freedom, or Social Control?

One interesting way of looking at different political systems is to put them on a **continuum**. Look at the example that follows.



There is no specific point at which individual freedom ends and social control begins. There is an overlap or a 'grey area.'

If you put some **x**'s on the continuum, it will better explain this idea. The **x**'s are numbered so you will know where on the continuum, a decision is in terms of individual freedom as opposed to social control.

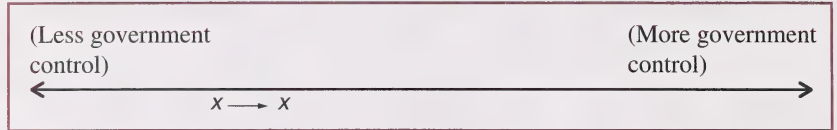


The smoking issue will be used here as an example. Decisions on the continuum reflect the degree of social control that takes place.

- **x_1** – Because it allows individual freedom, this point allows the individual to make a choice on where to smoke.
Example: No restrictions on smoking whatsoever.
- **x_3** – There is little individual freedom because the government does not allow the individual to choose; it is the government's decision.
Example: No smoking permitted at any time.
- **x_2** – Here is the grey area; the individual still has some choice, but the government places some restrictions.
Example: Smoking permitted, but in designated areas.

If you take less government control and more government control as extremes on this continuum, you could plot various government decisions.

For example, a government decides to bring in tougher drinking laws. Instead of keeping the minimum drinking age at eighteen, the government decides to raise the minimum age to twenty-one. Where does this appear on the continuum? The fact that the government intervenes in the affairs of its citizens, moves its involvement more to the right on the continuum.



Look at the above continuum. The distance between the two x 's as shown by the arrow represents the amount that the government has restricted the freedom of eighteen to twenty-one years old to drink. Because the new x on the right is still closer to less government control than to more government control, it means that the choice of most individuals to drink is still theirs.

The more a government becomes involved in making decisions, and the less say the individual has in the process, the further to the right on this continuum an x is moved. This results in more social control of the society.

1. Write in your own words the meaning of *grey area*. (**Hint:** Think of it in terms of degree of government involvement.)

2. Decide what the grey area would be for each of the following issues.

Remember the example of the smoking issue, the grey area would be that the individual could still smoke, but only in a designated area.

- a. use of skateboards in a public area

- b. a leash law for dogs

- c. playing of loud music at parties

- d. allowing for beer sales at a sporting event

- e. the selling of cigarettes in stores

3. Individuals in a democratic society are constantly confronted with the amount of government controls around them. The following cartoon deals with the issue of government controls found in everyday life.

Using this cartoon, answer the questions that follow it.



- a. Do you think this cartoon is emphasizing individual freedom or social control? Explain.

- b. What evidence is there from the cartoon to suggest that there is too much government involvement in people's lives?

- c. Do you think that there has to be some government control in people's daily lives? If so, how much?

- d. Can you give some examples of necessary government controls in people's daily lives?

Check your answers by turning to the Appendix, Section 1: Activity 7.

Activity 8: Left or Right Wing, Conservative or Liberal?

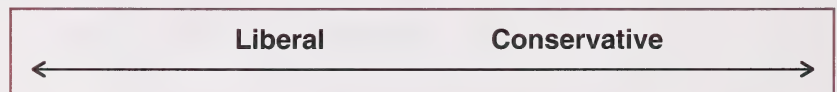
The terms *liberal*, *conservative*, *radical*, and *reactionary* are terms that are used many times in different situations; but chances are that few people really understand what they mean. When someone refers to another person as thinking too liberally, or dealing with problems too conservatively, would you understand what is meant?

Have you ever heard a person say: "There's no need to change now—this is the way it's always been done"; or someone else say: "It's time for a change—that's the way of progress"? The first person is actually a conservative while the second person is a liberal. Do you know the difference?

One way to tell the conservative from the liberal is in the way they accept or bring about change. A liberal is a person who is willing to accept change and new ideas, while a conservative is a person who is happy to keep things the way they are.

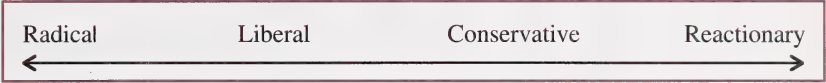
Radical: a person who favors quick change and extreme methods to bring about that change

Reactionary: a person who wants a change but favors a return to the past (right wing)

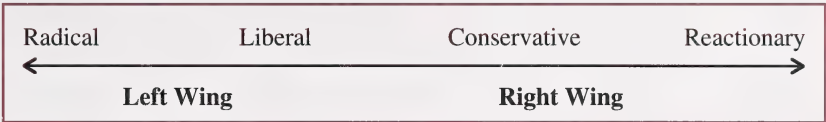


So what is a **radical** and what is a **reactionary**? A radical is a person who favors change, but who is impatient, and would even support a revolution to bring about change quickly. Traditionally a radical was considered to possess extreme left wing views. Now, however, some factions with extreme right wing views have become increasingly radical.


A reactionary is a person who wants change also, but who would rather change to the way things used to be in the past. A reactionary is traditionally defined as a person with extremely conservative views. On a continuum, a radical and a reactionary could appear like this, keeping in mind that today, *radical* might also be placed just to the right of *reactionary*.



Reactionaries and conservatives are called right wing, while liberals and radicals are traditionally called left wing. Again, remember that nowadays a number of groups, especially in the United States, are part of the radical right. The completed continuum would look like this:




Here are some characteristics that a liberal and a conservative tend to have.



The Liberal

pro-change
forward moving
anti-status quo
questioning
humanistic
innovative/experimental



The Conservative

traditional
pro-status quo
change resistant
pro-business
religious

1. Write your definition of both a liberal and a conservative.

2. For each of the following, decide if it is an example of a conservative statement or of a liberal statement. Place your choice in the blanks provided.

- _____ a. Things are great the way they are.
- _____ b. The education system has to return to the 3 R's!
- _____ c. It's time to let someone else try to run this country.
- _____ d. I don't like to do what everyone else is doing.
- _____ e. I'm not the risk taker I used to be.

Check your answers by turning to the Appendix, Section 1: Activity 8.

Activity 9: Putting It All Together

In the previous activities you have been introduced to different political systems. Now the task is to place them on a spectrum so that you can better understand where each fits in the total picture of world political systems.

People traditionally tended to group political systems according to whether they were left wing or right wing. A continuum to show how individuals accept change may look something like this:



Next add the extreme positions of liberal (radical) and conservative (reactionary), and the continuum would look something like this:



Remember that there may also be radical positions to the right of *reactionary*. Finally, include political ideologies on the continuum to end up with this:




1. Complete the following statements:

- a. In traditional definitions radical is to communism as _____ is to fascism.
- b. The tips of the horseshoe are examples of _____ types of government.
- c. Conservative is to right wing as liberal is to _____.
- d. A reactionary favours a return to the way things were in the _____.
- e. The centre bottom of the horseshoe includes examples of a _____ type of government.
- f. A radical might support a _____ in order to bring about change quickly.

Although both fascism and communism are totalitarian forms of government, they do have differences. That is why one is considered left wing and one is considered right wing. If you remember from the previous activity, a right-wing political system favours a change, but change to the past. A left-wing political system also favours change, but change that would go forward. Just remember that both communism and fascism are extreme points on opposite ends of the spectrum.

2. Complete the following traditional combined continuum.

	
Radical _____	Centre _____
_____	Fascism
Soviet Union	Canada _____
_____	Right wing

Check your answers by turning to the Appendix, Section 1: Activity 9.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts, it is recommended that you do the Enrichment.

Extra Help

An ideology is a system of beliefs used to explain a group's view of the world. Each society has its own ideology.

Political ideologies may be classified as follows:

- democratic: elected by the people to carry out the wishes of the people
- dictatorship: a select individual or group (the elite) rules by military force or right of inheritance

In a democracy

- all decisions are made by the government to carry out the wishes of the people
- the government serves the people
- there is freedom of speech and assembly



WESTFILE INC.

In a dictatorship

- all public decisions are made by the ruling elite
- the rights and freedoms of the individual are not respected
- the individual serves the government
- there is no room for freedom of speech or freedom of assembly
- there is political inequality and a lack of political competition

Two examples of dictatorship (authoritarian government) are

- fascism: single party dictatorship which is extremely nationalistic, racist, highly militaristic, and imperialistic (having a desire for colonies)
- communism: rule by a single party over a classless society and following the teachings of Karl Marx

There are four types of dictatorship:

- military (e.g., Chile and Argentina at various times)
- ideological one-party state (e.g., China)
- traditional absolute monarchy (e.g., Saudi Arabia)
- nationalist one-party state (e.g., Nazi Germany, Mussolini's Italy)



Democracy may be

- direct: All citizens vote on every issue.
- representative: People choose other people to represent them in government and to make the decisions on their behalf.

The following is true of a representative democracy:

- The representatives decide whether to represent the voters opinions or their own. The party system provides the voter with alternative policies or options from which to choose.
- Pressure groups are able to influence the decisions that governments make.
- The media acts as the guardian of minority rights by assuring that the government is doing what it should be.
- Periodic elections allow citizens to replace their representative with another one who reflects their point of view more closely.

The various viewpoints may be placed on a continuum with the extremes at each end and a grey area in between.

The following are the characteristics of the political spectrum:

- The two extremes are radical at the extreme left and reactionary at the extreme right, although nowadays the term *radical* is also used to describe the very extreme right.
- Radicals favour change, are impatient and might even support a revolution to bring about change quickly.
- Reactionaries also favour change but change to the ways things used to be.
- In the center of the spectrum are the conservatives and the liberals.
- Liberals lie slightly to the left of centre and conservatives slightly to the right of it.

Conservatives tend to be	Liberals tend to
<ul style="list-style-type: none">• traditional• back-to-basics• status quo• resistant to change• business leaders• religious	<ul style="list-style-type: none">• be in favour of change• move forward• not accept the status quo• question how things are• be humanistic• be innovative• be ready to try something new

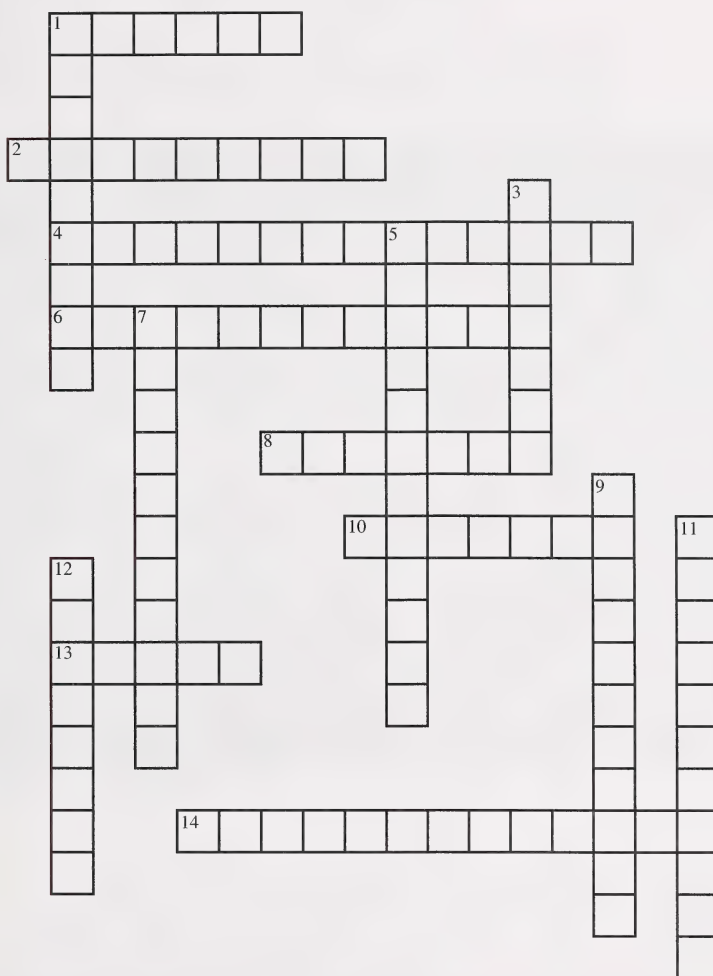
Using the clues given, complete the crossword puzzle that follows.

Across

1. This is a type of democracy where all citizens participate in the decision-making process.
2. This is a totalitarian form of government ruled by a single ideological party which follows the ideas of Karl Marx.
4. This is a type of democracy where citizens elect people to make decisions for them.
6. This person resists change and is happy with things the way they are.
8. This person favours quick change and would even use revolution to bring change about.
10. This is a totalitarian form of government which is intensely nationalistic, racist, imperialistic, and militaristic.
13. This is a small or select group who have special status or privileges.
14. This is a form of government where all decisions are made by a small, select leadership.

Down

1. This is a form of government which governs with the consent and input of its citizens.
3. This person is willing to accept new ideas and favours change.
5. This is a type of dictatorship which stresses total control over the individual.
7. This attitude favours the concerns of one's own country over those of other countries.
9. This is a desire to control another nation's territory for economic, political, or territorial gain.
11. This person wants change but favours a return to the past.
12. This system of beliefs is used to explain a view of the world.



Check your answers by turning to the Appendix, Section 1: Extra Help.

Enrichment

The following analogy will help in the understanding of these terms. It deals with a community's need for a new train station:

Liberals would like to rebuild the station while the trains are running; **radicals** prefer to blow up the station and forego service until the new structure is built. **Conservatives** would prefer to keep the old station, being satisfied with it, while **reactionaries** would abandon the station entirely.

1. Why would a liberal rebuild the station while the trains are still running?

2. Why would the radical prefer to blow up the station and forego service until a new one is built.

3. Why would the conservative keep the old station?

4. Why would the reactionary abandon the station entirely?

Check your answers by turning to the Appendix, Section 1: Enrichment.

Conclusion

The two major political systems exercise power quite differently. Democracy believes that the government should be responsive to the wishes of its citizens and thereby govern with the consent of its citizens. The ruling elite of the dictatorship believes that only it can make informed decisions; and, consequently, the individual has little say in decision making.

To what degree the government allows its citizens to participate in the decision-making process determines where on the political continuum or spectrum the system appears.

ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

Assignment
Booklet

Governments In Political Systems



Red Square with the Kremlin, Moscow

How does your government decide what is best for the people? Some governments become involved in society to the point that they make all or most of the decisions for that society. Other governments make decisions according to the wishes of the citizens within that society. In either case, power and decision making occurs as a result of the ideology of a particular system. This section will focus on the different major political systems and to what degree the governments allow the citizens to become involved in the decision-making process.

The activities in this section will focus on the differences between the major political systems and are designed to help you

- recognize the difference between the role of government in a democracy and the role of government in an authoritarian state
- recognize that accountability and responsibility of leadership differ in the major political systems
- understand how power is exercised in the major political systems
- understand how decisions are made in the two major political systems
- understand the term *elite* as a part of a dictatorship

Activity 1: Who Makes the Decisions?

In some political systems, such as a democracy, government decisions are made with citizen involvement. In other systems, such as dictatorships, the citizen has little, and often no, say.



Before you can understand the differences between the two major political systems, you have to be able to see the development of decision making in government from the beginning. Present day governments are vastly different from previous forms of government.

Picking and Choosing¹

What would Canada be like without any government? Would we have schools, hospitals, police or highways? No. Government, therefore, does things for people. It also passes laws. A country without government would have **anarchy**; there would be no laws and no protection for the weak. Life, for most people, would be unbearable. There is some form of government in every country.

Before history was recorded, people lived in nomadic groups for whom a supply of food and water was vital. Decisions had to be made about when and where to move in search of their needs. The people who made the best decisions became leaders—the first governors.

When agriculture developed, people began to settle in villages. The vital needs of village life were different. Order was important, and so was the

protection of property. So, laws had to be developed. Somebody had to decide which laws would be best and somebody had to ensure they were obeyed. In other words, there was a need for government to regulate the workings of the village.

In some villages, decisions were made by the entire group. People gathered to discuss a problem and look at various solutions to it. The group then decided which solution it thought was the best one. Some might disagree, but the decision of most people was usually adopted.

In other villages, certain people became leaders. These leaders were either the bravest warriors, or the most intelligent members of the group, or they inherited the leadership from a relative, or they seized the leadership by force. However the leaders came to power, the society handed decision-

Anarchy: a state of political disorder and violence due to the absence of a system of government

¹ Canada and the World for the excerpt from *Canada and the World* "Picking and Choosing," by Thomas F. Chamber, October 1982, p.18. Reprinted by permission of Canada and the World.

making over to them. The leaders acted on behalf of the society as a whole.

Government in villages remained simple until the formation of cities and larger political units. In Greece, city states had a highly developed form of government. In Athens, 478-432 B.C., a kind of democracy existed. All free men were citizens and members of the assembly, and allowed to take part in decision-making.

When people began to record their history, around 3000 B.C., governments were organized into empires and city states. The last empire of ancient times was the Roman which collapsed in the 4th century A.D. Rome was overrun by people from the north who still had a tribal form of government. Known as Teutons, they had an assembly of all

warriors and all important matters were decided by it. If the assembly approved of a decision, soldiers banged their spears on their shields. If the warriors were unhappy, they grunted and growled.

Today, government is more complicated. City states and empires have almost disappeared and have been replaced by democracy or dictatorship. Democracy is the choice of Canadians because it allows people some voice in their government. This comes at election time when political parties (groups with different political beliefs) ask for our support. The party which has the largest number of candidates elected forms the government, and is given the right to make decisions on behalf of all of us.

-
-
1. What is the essential function or task of government?

2. Why did laws come about?

3. List the different ways that decisions were decided upon.

4. Who made the decisions in the city-states of Greece?

5. When are the citizens of Canada given the opportunity to make the decisions?

Check your answers by turning to the Appendix, Section 2: Activity 1.

Activity 2: The Distribution of Power

All governments in a political system exercise three tasks or functions:

- the **legislative** function
- the **executive** function
- the **judicial** function

Legislative: relating to the part of government that makes the laws

Executive: relating to the part of government that carries out the laws

Judicial: relating to the part of government that interprets the laws

The Canadian federal government is divided into three branches that serve these functions. The executive function in theory is carried out by the Queen (represented by the Governor-General), the prime minister, the cabinet, and the civil service. In reality only the prime minister, the cabinet, and the civil service fill this role in the day-to-day operation of the federal government. The legislative function is carried out by the House of Commons and the Senate. In Canada the legislative and executive functions overlap. Although the prime minister and cabinet seem to have all the power in making decisions, they are members of the House of Commons and are, therefore, responsible (accountable for their actions) to the other members of the House of Commons. If they do not have the support of the other members of Parliament, then a new government must be chosen. The judicial function is carried out by the Supreme and Federal Courts of Canada.



If you have access to a computer linked to the Internet, do some net surfing to learn more about the Canadian House of Commons. Use your search tools to look up the Canadian House of Commons. There are sites that will provide you with pictures of the House of Commons and information concerning the functions of the various parts of the House of Commons.

In a democracy, governments are accountable (must answer for their actions) to the people. Just as the elected officials need the support of the other members of Parliament (House of Commons) in Canada, so does the government need the support of the people. If the people become dissatisfied with the government, then they have the chance to vote for a different government.

A dictatorship also exercises the three tasks or functions, but operates in a totally different manner than a democracy. (You will find out about these differences in Activity 3.)

1. List and briefly describe the three functions of government.

2. How is the government in Canada, “accountable and responsible” to its citizens? (What happens if it doesn’t have the support of its citizens?)

3. What do you know about the Canadian system of government? The following chart shows the three functions of power in government. The federal government has already been filled in for you. Can you fill in the information for the provincial and municipal (local) levels of government?

Branch of Government	Federal (Canada)	Provincial (Alberta)	Municipal (Your Local Area)
Legislative	House of Commons and Senate		
Executive	Prime Minister and Cabinet		
Judicial	Supreme Court of Canada		

Check your answers by turning to the Appendix, Section 2: Activity 2.

Activity 3: Democracy Is the Servant, Not the Master



My name is Marina. I am here with permission from my government to help you understand how my government works.

My name is George. I have been asked to help you understand how my government works.

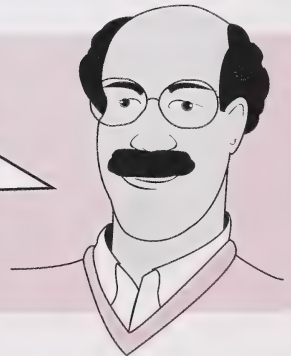


The word *democracy* comes from the Greek words ***demos*** (the people) and ***kratein*** (to rule). What democracy means then is rule by the people. This is to say that citizens take part in making decisions and in choosing the government.

In Canada, power starts with the people. They elect the members of Parliament to the House of Commons. The political party that elects the most members in an election, or in some cases the strongest minority party, forms the government for a maximum term of five years. This party then makes decisions, passes laws, enforces those laws, and remains in power only as long as it has the support of the House of Commons. Once it loses the support, it must resign and hold an election to decide on a new government.

This is how citizen participation is accomplished in a democratic society. How does this differ with a citizen's role in a dictatorship? The following dialogue (which continues through several activities) will illustrate the essential differences in accountability and responsibility of both types of government to their citizens.

You see, it's the people who make decisions at the government level. If their representatives don't do what they ask, then citizens in a democracy can elect a new, more responsive government.





Yes, but isn't that time-consuming? A course of action may be delayed because some people may object, and it takes time to make the required changes. Our system is much faster. Once the government decides on a course of action, the plan is put through with no opposition allowed!

That may be so, but the key word is **responsibility**. The prime minister and his Cabinet are responsible to Parliament, and the Parliament, in turn, is responsible to its citizens.



Our leader and the ruling elite are in the best position to make decisions for us. They make ones that best serve the needs of society as a whole, and not those which pamper the needs of a complaining few. We have faith in our leaders.

It's hard to believe that you really think your leaders will always be right. Having the freedom to question and disagree is essential in our system.



1. Marina uses the word *permission* while George uses the words *been asked*. Which political system does each represent (democracy or dictatorship) and what does that tell you about how each system works?

2. Define *responsibility* in your own words.

3. How is a democracy responsible to its citizens?

4. Who makes the decisions in a dictatorship?

5. Why does the government in a dictatorship feel that only it has the right to make the decisions?

6. Some people believe that sometimes it is necessary to have institutions in a democratic society that, on the surface, appear to be dictatorial in nature.

- a. Name some institutions that could be included in this category?

b. Do you think these institutions are necessary? Why?

Check your answers by turning to the Appendix, Section 2: Activity 3.

Activity 4: Decisions, Decisions, Decisions

How are decisions arrived at in the two political systems?

Democratic Decisions

In a democracy (e.g., Canada) requests for laws or changes to existing laws are made by an informed electorate (voter) and passed on through an elected representative in government. The government then, if it has the consent of the majority, passes it into law.

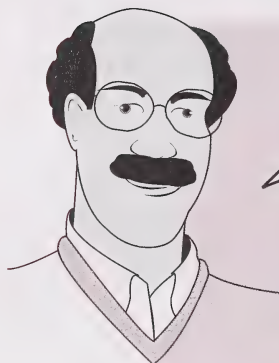
Government makes decisions with the voters in mind. In this way, they remain sensitive to what the citizens want. In most cases, laws originate in the House of Commons. They are sent to the Senate for approval. The Senate suggests changes or amendments, and, finally, the law is passed.

It is up to the members of Parliament (MPs) to create laws and set them in motion. Once laws are passed, it is up to the courts to interpret the laws. The courts make decisions on disputes concerning the laws. In some cases they may decide that legislation passed by Parliament was done outside of its legal powers.

Power flows from the people to the government which translates that power into law. The laws are then applied, and interpreted by the courts. It's not really this simple, but the idea is to show that citizens in a democracy do have a say in government. Understanding that a person has a say in government has to come before participation.

Dictatorial Decisions

Does the same thing happen in a dictatorship? Because the dictatorship is based on the assumption that only the elite can contribute meaningfully to the political well-being of society, they alone should make all the decisions necessary for it. In this way, the dictatorship makes sure that political inequality is maintained.



In your system of government the citizen cannot act as an individual. Because citizens cannot participate in the decision-making process, they must feel like useless parts of a machine.

Not so. We have periodic elections just as you do. Also, we sometimes get important jobs to help the government carry out its duties. Does the average citizen in your system get an opportunity at the best jobs?



You have elections, I agree; but usually they only include pre-chosen candidates on the ballot. It's just a means of getting your citizens to think they can participate.

Your citizens have an opportunity to run for office? Can they have important jobs at the government level?



If they choose to and could get support, yes! Even I could run for office. Every citizen has the opportunity to participate. I recently read in the paper some citizens in your country tried to obtain an increase in participation in political decision-making. It didn't take long for your government to suppress the attempt at change. It seems your system doesn't allow for changes in the existing system.



Government reports indicated demonstrations for change were carried out by misguided individuals who only think of themselves. It was right for the government to put down the threat. Order and security must be maintained. If the government does not have the unquestioned power to make decisions what would happen?

1. How does the citizen in a democracy participate in government?

2. According to the debate, what evidence is there that the citizen in a dictatorship has little opportunity to become involved in the government?

3. What argument did Marina use to explain why the government suppressed (or put down) those who attempted to bring about changes?

Check your answers by turning to the Appendix, Section 2: Activity 4.

Activity 5: Individual Interests Versus the Group

One of the foundations of democratic societies is based on the belief that people should have

- freedom of religion
- freedom of association (the right of people to assemble peaceably and petition the government)
- universal suffrage (the right to vote in elections at all levels)
- legal equality before the law (which gives every citizen the same political and legal opportunity before the law)
- civil liberties (which include freedom of speech, freedom from arbitrary arrest, and protection of minority groups)

Constitution: a set of written or unwritten rules or guidelines by which a country is governed

These rights in a democracy are guaranteed in a **constitution**. A constitution is a document (usually written) in which the organization of the government, its powers, the limitations on how to use those powers, and its relations to individuals within a society are set down. Another way of looking at a constitution is to look at it as a set of rules by which the government governs its citizens.

Canada's constitution consists of written documents and unwritten conventions. The Constitution Acts, 1867 and 1982 embody the written constitution. The 1867 legislation was originally titled the British North America Act. The Constitution Act, 1982, consolidated the BNA Act and all the amendments to it over the years, and added an amending formula and a Charter of Rights and Freedoms. You will study this in more detail in Module 4.

What about a dictatorship though? Does a dictatorship have a constitution explaining rules as to how they should govern?

We constantly hear complaints about how our dictatorship does not guarantee the rights and freedoms of its citizens. We have a constitution that outlines how our leadership should govern us.

Ah yes, but those who complain are only concerned for their own interests and not for the whole group. It is sometimes necessary for the government to maintain order in the interests of the group, because group interests are more important than those of the individual.

It is our duty to support our leader. Without that obedience, there would be anarchy. If there are those who disagree, they must be dealt with to maintain order.



Do your leaders follow it, though? I see little evidence of the right to criticize the government, for example. I constantly read in the newspapers about minority groups being arrested for stating their views. Is this freedom of expression?

But what happens if you have a weak, and inefficient leader? In our system we can demand that the leadership be changed. We also have the freedom to criticize the decisions that our government makes.



1. In your own words, explain what a constitution is.

2. What is the name of Canada's constitution?

3. According to the debate, what is the alternative to not having a constitution?

4. What rights and freedoms do constitutions guarantee?

5. According to Marina, whose interests are more important, the group's or the individual's?

6. Why can't the leadership in a dictatorship be changed? What role must the individual take toward the leadership?

Check your answers by turning to the Appendix, Section 2: Activity 5.

Activity 6: The Majority, or the Minority?

Because democracies have a multi-party system, it is difficult sometimes to come to a common agreement. There will be choices to be made between different leaders and policies in this multi-party system. Generally speaking, the government acts on the wishes of the majority over the minority, and by doing this, is following **majority rule**.

Majority rule: the wishes of the majority supercede that of the minority in government

There are, however, limits to what the majority can do. Because a democracy means a government by consent of the people, it must respect the rights of the other individuals who make up the minority. Majorities, in a democracy cannot

- prevent certain individuals from expressing their viewpoints, even if those viewpoints differ from the majority
- destroy the freedoms of individuals just because they are not part of the majority
- punish a minority for not going along with the larger group
- give individuals more privileges than others because they are part of the majority

Minority groups in Canada have to be respected and taken into consideration when making decisions that involve them.



WESTFILE INC.

Dissidents: those who disagree with an opinion or a group

In a dictatorship, the government practises a style where the individual is made to follow the wishes of the group. Minority and individual rights are not protected. In fact, **dissidents** are dealt with severely, even though many of the rights of individuals and minority rights are written up in a constitution.

Since dissidents place their needs above those of the group, government is justified in dealing harshly with these trouble makers.

But they are only expressing an alternative viewpoint. Surely you cannot suppress them just because they do not agree with the majority?

Sometimes it is necessary. But what of minority groups in Canada? What about the French-speaking population outside of Quebec, and your native Indians and Inuit populations? If you are so proud of your system, why are their rights constantly being ignored?

Yes, we have problems in Canada; we are not perfect. At least we do not attempt to silence minorities by sending them to work camps. We are attempting to address their problems through discussions and changes in our laws.



1. Explain in your own words the meaning of majority rule and minority rights. Provide an example (make one up).

2. A dissident is someone who does not support what others may support. In a democracy this is acceptable, a citizen may criticize but cannot use violence to bring about change. How are dissidents dealt with in a dictatorship?

3. From the debate, what evidence is there to suggest that our system is not perfect in dealing with minority groups?

4. Identify three examples where minority rights must be protected against possible abuse by majority rule.

5. Suppose you are a representative of the government in Canada. You are on a committee deciding whether smoking should be permitted in restaurants. Using the principal of majority rule/minority rights, how could you best deal with the issue?

Check your answers by turning to the Appendix, Section 2: Activity 6.

It's all fine to say that the majority decisions will prevail, and the minority will just have to go along with it. Minority groups have rights too. What happens when the minority resorts to extreme action to get its views known? Read the following excerpt to find out.

A Delicate Balance¹

Rule of the Majority

Another complication in the democratic system is the fact that it is based on rule by the majority. Obviously, *all* the people won't vote for the same candidate, but if *most* of the people choose one particular person then that is the one elected. Clearly, some voters will not have had their way. So what happens then? Simply, those people in the minority must respect the rules of the system as the majority wants it. In a democracy, however, the minority must retain the right to express its dissatisfaction by whatever *legal* means it can. It is actually its *duty* to protest. How else can the government represent both sides and keep the country in balance? There has to be a balance if democracy is to work—a balance between all the wishes and all the people.

That balance depends on the minority's respect for the law, on its right to protest against the law, and on the government's ability to be sensitive to the differences between opposing groups of people. In Canada that balance becomes more and more difficult to maintain as regions of the country face large but different problems.

What happens when serious conflicts occur between the rule of the majority and the protest of the minority? What happens when a protest against harsh laws of discrimination threatens the safety of the community? What happens to democracy when the peaceful demonstration turns into a riot? Where is "the right of everyone to do his own thing" then?

In a democracy, the government's

first duty is to protect the freedom and safety of the majority of its citizens. So the police are there to enforce the law and to protect private and public property. But when does the use of police force indicate a breakdown of democracy?

The October Crisis

There are many examples of what happens when a minority resorts to violence to make itself heard. However, few examples are better than what happened in Montreal in October 1970.

A British diplomat, James Cross, was kidnapped by five revolutionaries, members of the *Front de Liberation du Quebec* (FLQ). Their goal was to proclaim in this loud and dangerous voice that the French in our country are second-class citizens. A few days later, a similar group confused the already tragic situation by kidnapping and eventually murdering Pierre Laporte, the Quebec Labour Minister.

Even a democracy couldn't handle this kind of protest without resorting to undemocratic methods. The Trudeau government met this particular challenge with startling authority, by passing the War Measures Act. It was martial law—police all across the land suddenly had incredible power, to arrest and detain anyone by any method, without trial or explanation. Many of the mass arrests did more to alienate even the innocent majority than they helped to curb the situation in Montreal. And they didn't prevent a murder. This was not democracy.

¹ Canada and the World for the excerpt from *Canada and the World* "A Delicate Balance," by Rolf Lockwood, November 1976, pp. 22-23. Reprinted by permission of Canada and the World.

6. What rights, in a democracy, does the minority have?

7. What is the government's first duty in a democracy?



CANAPRESS PHOTO SERVICE

8. In the October Crisis in 1970, what powers did the federal government have under the War Measures Act?

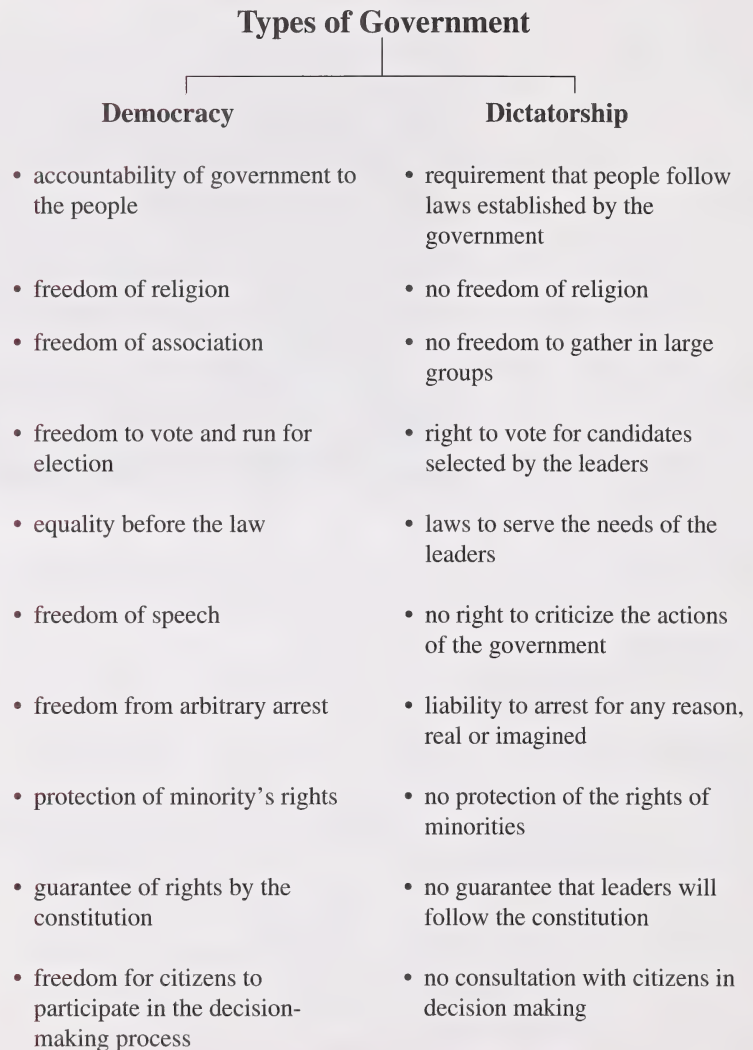
9. In what ways did the Canadian government assume some of the characteristics of a dictatorship during the October Crisis?

Check your answers by turning to the Appendix, Section 2: Activity 6.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts, it is recommended that you do the Enrichment

Extra Help



The following statements deal with certain actions or activities that occur in political systems. Read each statement carefully and decide if it is an example of what occurs in a dictatorship or in a democracy. Place your choice in the blanks provided.

- _____ 1. The government makes **all** the decisions based on what it feels is best for the country.
- _____ 2. It is sometimes necessary for the government to restrict the rights and freedoms of citizens to benefit the whole group.
- _____ 3. The constitution is a means of ensuring that the citizens of a country cannot have their rights and freedoms removed.
- _____ 4. In China, a student protestor is given a sentence of life imprisonment for throwing paint on a portrait of the former Chinese leader, Mao Tse-tung.
- _____ 5. Responding to voter wishes the government decided not to bring in a controversial 5 percent increase in taxes.
- _____ 6. The opposition parties in the House of Commons criticized the government over its inability to deal with the country's debt crisis.
- _____ 7. An attempted coup (or overthrow of the government) was put down by General Manseca early today. The leaders of the coup were quickly rounded up and executed on the orders of the government.
- _____ 8. After its defeat in the House of Commons, the Prime Minister announced that a general election would be called to elect a new government.
- _____ 9. The noted author Vladimir Popof was arrested and his books confiscated today by security police for what the government called 'actions contrary to the interest of the state.'
- _____ 10. All religious groups who are not willing to follow government policy on worship are hereby banned and subject to strict penalties if arrested.

Check your answers by turning to the Appendix, Section 2: Extra Help.

Enrichment

Some people think that governments aren't necessary. They feel that governments are too involved in the lives of their citizens. Construct a chart with the following headings. Then complete your chart by using as many arguments as you can think of in support of each heading.

Why government is needed	Why government is not needed

Check your answers by turning to the Appendix, Section 2: Enrichment.

Conclusion

The government in a dictatorship exercises power with the interests of the group, or collective, in mind. Citizen participation is not often permitted. The government in a democracy exercises power with the focus on the individual, who is allowed to participate and whose rights and freedoms are guaranteed.

How power is exercised in these two political systems indicates the degree of individual participation in the decision-making process

Assignment
Booklet

ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

The Individual in Political Systems



WESTFILE INC.

Taking part in a protest march is one way that a citizen can participate in the political system. Can you think of any other ways that you as an individual can take part in the political system?

Citizens are important in the way a society operates. In some societies, however, citizens are given little opportunity to participate in decisions that governments make. Other societies allow citizen input into decisions that will affect them. Governments also differ in the way they guarantee the rights and freedoms of citizens within their society.

The activities in this section will focus on the role of the citizen under both the democratic and authoritarian types of government. The activities are designed to help you

- understand the opportunities for a citizen to become involved in decision making in a democratic form of government
- understand the opportunities of a citizen to become involved in the decision-making process in an authoritarian form of government
- recognize the differences between how citizens become involved under the major political systems
- recognize that the role of the individual varies from one political system to another
- recognize that human rights and freedoms differ from one political system to another

Activity 1: Citizen of the State



Why should I vote in this election? My vote isn't going to really make much difference. The government is going to get in anyway.



How can I change anything? The government is just going to do what it wants no matter what I do.



I'm not going to do anything about it. Somebody else will do it anyhow, even if I don't.

Does this sound familiar? You may have heard people say something along these lines at one time or another. Such statements could reflect a frustration with the system. It may mean the citizens really feel like only small cogs in the larger scheme of things. Many people believe they have little impact on government in Canada because it doesn't seem to listen to or to care about them.

Being a citizen means having rights and obligations to society. You have already learned in Module 1 that citizenship refers to the part played by a citizen within a political system. Citizens are granted certain rights, which means that they should actively participate in the public life of society. Citizens in a democratic society, have to be constantly aware that governments can legislate limitations on their freedoms; and therefore, all citizens must stay alert.

As citizens, individuals should

- know and understand the system by which society is governed
- be aware of individual rights and use them
- participate in the political system
- obey the laws as a responsible citizen
- practise responsible and effective citizenship

Citizenship in a dictatorship takes on a much different meaning. In a dictatorship, the individual is meant to serve the interests of the state and, therefore, is given little opportunity to criticize or participate in government. It is a citizen's duty to support the goals of the leadership without question.

The search for freedom of thought and action are issues that have led people to become involved in struggles to gain individual rights. Dictatorships have denied such struggles; and as a result, individuals have few, if any, rights.

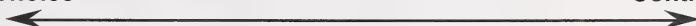
1. In your own words, state the meaning of citizenship.

2. Make a list of the duties and responsibilities that you, as a citizen, should practise as a member of Canadian society.

3. Construct a continuum dealing with the issue, "Should citizens in a democratic society be forced to participate in the decision-making process?" Be sure to place at least six positions on your continuum.

**Individual
Choice**

**Government
Control**



Check your answers by turning to the Appendix, Section 3: Activity 1.

Activity 2: Citizen Involvement

How does citizen involvement in government in a democracy differ from citizen involvement in a dictatorship?

Democracy

What is the best way to influence government? The average citizen can best be involved in government by voting. This is a right that Canadians have and is one citizens should feel responsible to do.

Suppose you are a member of a club. You and other members try to decide where to hold the next social event. The discussion comes down to two choices; and a decision has to be made soon, as some members wish to leave. Before a decision is reached, some of the members go home early. Should they be allowed to complain about the decision made if they had the chance to state their choice and didn't do it?

In the same way, if you fail to vote in an election you have no grounds for complaining if the resulting government doesn't make you happy. Stating that one vote won't change things or that none of the choices up for election are any good is not an acceptable excuse for not participating.

What are some other ways that people can become involved in the decision-making process?

Well, citizens could become candidates and run for government positions. People could contribute money to someone's campaign. Also, they could support a candidate by wearing buttons or putting stickers on their cars. People could try to convince others to vote for a particular candidate. Some could volunteer to help a candidate campaign. For sure citizens should put an X on the ballot (vote).



1. List the ways that a citizen in a democratic system can become involved in the decision-making process.

2. Can you think of other ways of participating?

Dictatorship

What about citizen involvement in a dictatorship? Do average citizens have the right and freedom to express themselves in a way that should benefit both themselves and society? In many cases, citizens rights and freedoms are set out in a constitution; they are just not followed.

Here is an excerpt from the Constitution of the Soviet Union:

Article 125. In conformity with the interests of the working people, and in order to strengthen the socialism system, the citizens of the USSR are guaranteed by law:

- *freedom of speech*
- *freedom of the press*
- *freedom of assembly, including the holding of mass meetings*
- *freedom of street processions and demonstrations*

These civil rights are insured by placing at the disposal of the working people and their organizations printing presses, stocks of paper, public buildings, the streets, communications facilities and other material requisites for the exercise of these rights.

Actually, citizens who criticize government policy in a dictatorship are strictly dealt with. Those who make statements that go against government policy in a dictatorship may face imprisonment or death.

What ways are there for citizen involvement in a dictatorship?

Citizens, at a young age, are permitted to join youth groups. Participation in the military is encouraged in order that people become sturdy and disciplined. Citizens are permitted to participate in elections. It is the duty of a citizen to support the leadership; they provide loyalty and obedience to the leadership.



3. In the excerpt from the Soviet constitution, what rights and freedoms are similar to ones guaranteed in a democratic constitution?

4. How are those who criticize government policy dealt with in a dictatorship?

5. Marina gives examples of how citizens can participate in government policies. What do words like *duty*, *permitted*, *obedience*, *discipline* tell you about how citizens participate in a dictatorship?

Check your answers by turning to the Appendix, Section 3: Activity 2.

Activity 3: Citizens Seeking Freedom

Citizens who live in dictatorships appear to have little opportunity to change the leadership. Because dictatorships control the army and police forces, they are able to maintain a stranglehold on that power. But, political change in some countries has occurred, as the next article indicates.

By Popular Demand¹

The scene is familiar. A city street clogged with people marching, singing, chanting slogans. Before them stand silent riot police, faces hidden by gas masks, shields held in front, riot sticks ready for use.

Often, the police and marching crowds clash. The air is filled with choking clouds of tear gas. Both civilians and police are injured in the fighting. Some of the marchers are arrested. The crowd is scattered and the demonstration ends.

Soon, however, the streets again fill with the people and the police. The struggle is re-enacted time and time again. A people seeking freedom. A few strong, powerful individuals seeking to deny democracy and keep control of a nation.

Throughout the 20th century many nations have been ruled by dictatorships. Some are councils of military generals called *juntas*. Some are headed by lone presidents who appoint themselves after a military overthrow of an existing government. There are a host of other forms but they all have some things in common.

All deny citizens the opportunity to choose their own government. Attempts to change the system are met with violence, arrests, censorship of the press, bannings of strikes by trade unionism, torture, and executions. States of emergency are declared. These allow the governments to do virtually anything they want to retain power.

Until recently, ruling forces have usually been able to crush attempts to create a democracy. In 1973, mass citizen protests toppled a dictatorship in Greece

that was supported by the military.

It was appropriate that this should happen in Greece, the country where democracy was born in 594 B.C.

Spain and Portugal, both dictatorships since the 1930s, followed suit. Again, forces seeking democracy won because they had the support of most of the people. Protests, strikes, and civil disobedience created a situation in which the ruling powers could no longer run the nation's economy or social system.

New democracies in the 1970s, however, were mostly confined to southern Europe. There were few signs that the powerful dictatorships of Asia, South America, or Africa were in danger. That was until last year.

In 1986, mass demonstrations rocked the Philippines. After an intense, yet mostly peaceful struggle, Ferdinand Marcos, a dictator for more than 20 years, fled the nation, opening the door for democracy. "People Power" (as the Filipinos called their mass movement) won.

In July 1987, Corazon Aquino, one of the leaders of the forces struggling for democracy, won the presidency by popular election.

Democracy emerging in a nation as repressed as the Philippines sparked the imagination of the world. Experts had believed that only a Communist-inspired, armed rebellion could overthrow a military dictatorship. Now, suddenly, popular movements erupted in nations as diverse as Haiti, Panama, South Korea, and Taiwan. People power was the new wave of change.

Junta: an elite council of military generals who make up the government; usually seen in a dictatorship

¹ Canada and the World for the excerpt from *Canada and the World* "By Popular Demand," by Mark Zuehlke, November 1987, pp. 27-29. Reprinted by permission of Canada and the World.

1. What is a *junta*?

2. How do dictatorships deal with attempts to overthrow them?

3. Which southern European countries have changed to a more democratic means of government?

4. How was this change brought about?

5. List some examples of other countries where “people power” movements have arisen.

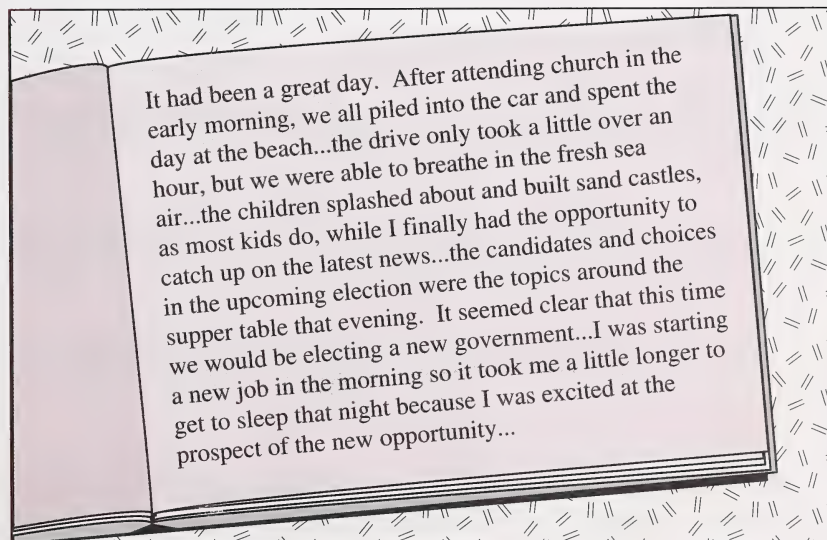
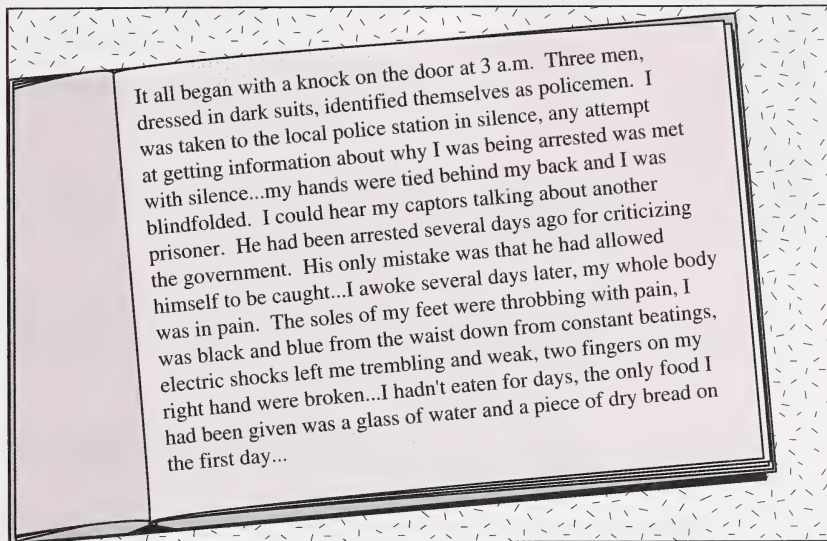
Check your answers by turning to the Appendix, Section 3: Activity 3.

Activity 4: Not to Be Taken for Granted

Canadian citizens take for granted many freedoms they have, without even thinking about many countries in the world that do not have them.

What are these freedoms; and why do some countries recognize them, while others do not?

Following are excerpts from two diaries:



Each of the two diaries reveals an extreme in the degree of human rights exercised in the major political systems. Each gives an indication of how rights and freedoms are recognized and accepted in the two political extremes.

1. a. The excerpt from the first diary would be from what type of political system?

- b. Give reasons for your choice.

2. a. The second excerpt would be from what type of political system?

- b. Give reasons for your choice.

3. The next activity will deal with making up a list of **human rights**. Based on the two excerpts and what you have read, list some of these human rights.

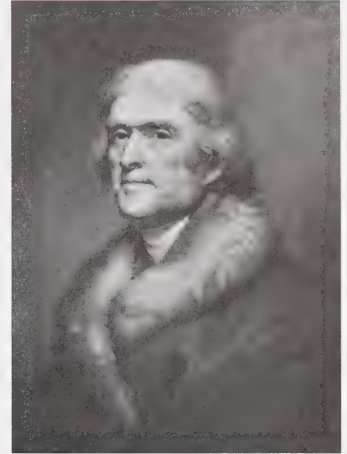
***Human rights:** basic rights and freedoms that are meant to be enjoyed by citizens of a state*

Check your answers by turning to the Appendix, Section 3: Activity 4.

Activity 5: Ideals and Empty Promises

Thomas Jefferson, stating the case for the Declaration of Independence, which was passed in 1776 by the United States Congress, claimed that

- all people are created equal
- all people have certain inalienable rights that no government can take away
- the right to life, liberty, and the pursuit of happiness is essential to all
- political power comes from the people, not the government



Thomas Jefferson

France's Declaration of the Rights of Man and Citizen established in 1789 states that

- people are born free and remain free in respect of rights
- government draws its power from the consent of the people
- people and government are subject to the rule of law

Canada's Constitution Act (1982) and the Canadian Charter of Rights and Freedoms, states that everyone has the right

- to freedom of religion, assembly, association, thought and opinion
- to liberty, life, and security
- to be free from unreasonable search and seizure and the right not to be arbitrarily detained or imprisoned

The United Nations Universal Declaration of Human Rights (1948) states that all people

- are equal before the law
- have the right to life, liberty, and the pursuit of security
- have the right to peaceful association
- have the right to be free from torture and cruel, inhumane treatment

These portions of important documents make up what is known as human rights which are taken for granted in some countries but sadly neglected in others.

1. Define *human rights* in your own words.

2. Which parts of the preceding constitutions are similar?

In a democracy there has to be an agreement on how rights and freedoms are granted or limited. Limitations on those rights and freedoms have to be minimal. Although guaranteed in their constitutions, dictatorships seldom respect citizen rights and freedoms. Individuals who oppose the government usually have to pay the price for it.

The following newspaper excerpts show the degree of government involvement in the protection, or lack of protection, of human rights under the two major political systems.

a.

Samuel Livingston, a noted educator, was arrested and taken to the local police station. Friends who attempted to get information as to his whereabouts were later informed that he had died several days later from a fall in his cell. The reason for his arrest was not given and when relatives later protested the police action, they too were arrested.

Apparently, Samuel Livingston's only crime was that he opposed government policy.

b.

The local police force today moved to deal with the coal miners' strike that has crippled the economy for several days. Six union leaders were arrested and taken into custody.

Strikers, and their supporters, clashed with the police over the arrests. Fifty-three workers have been arrested and charged.

Back-to-work legislation has been introduced by the government, in an attempt to end the longest running coal miners' strike in this country.

c. Provincial court judge David Smalley today ruled that police evidence in a drug case had been illegally obtained. The warrant that had been requested had expired and therefore the evidence was not admissible. The accused had been caught with two joints at his home, and with the warrant, the police officers had found several bags of high quality marijuana stashed underneath the accused's mattress. In passing his judgement, Judge Smalley criticized police action.

d. The newspaper offices of *The People's Voice* were shut down by government officials in an attempt to curb the criticism of government policy. Employees of the paper were quickly rounded up and put into police vans. A spokesman for the government stated that the newspaper had gone too far in its criticism of the government's economic policy.

e. Joyce Foster was finally given the opportunity to fulfill her dream, to play hockey in the Quebec Junior Hockey League (QJHL). The decision removed the last obstacle to her playing as the goalie for the Laval team. The decision came after a year-long battle by Joyce Foster's parents to have their daughter play on the court all-boys team. The decision came in support of Foster's claim that the decision not to let her play was discriminatory.

3. What basic human rights issue was addressed in each of the excerpts? Use the space provided for your answers.
- a. _____

 - b. _____

 - c. _____

 - d. _____

 - e. _____

4. Use the newspaper excerpts to complete the following chart. You must decide if each excerpt is an example of what can occur in a democracy, a dictatorship, or both, and give reasons for your choice.

Excerpt	Political System	Reason
Samuel Livingston		
Coal Miners' Strike		
Drug Case		
Newspaper Shutdown		
Joyce Foster		

Check your answers by turning to the Appendix, Section 3: Activity 5.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts, it is recommended that you do the Enrichment.

Extra Help

The way in which citizens participate in the two major political systems varies greatly. Human rights, basic rights and freedoms, and political participation may be taken for granted by a citizen of a democracy. These fundamental freedoms are usually not guaranteed to a citizen of a dictatorship.

Following is a list of expectations and freedoms of citizens that apply to one or the other of the political systems. Use this list to complete the chart that comes after.

When completed, your chart will provide a summary of some of the expectations and freedoms experienced by people in each of the systems. An example has been done for you.

- freedom to participate in elections
- obligation to serve the interests of the state
- not permitted to criticize the government
- practise responsible citizenship
- duty to support the leadership without question
- opportunity to choose one's government
- place group interests above individual interests
- freedom to be equal before the law
- respect the rights of others within society
- provide loyalty and obedience to the leadership
- become involved as part of the duty of a responsible citizen
- respect the idea of majority rule with respect to minority rights
- become involved in youth groups
- be prepared to give up freedoms for the benefit of the state

Democracy	Dictatorship
<ul style="list-style-type: none">• freedom to participate in elections	

Check your answers by turning to the Appendix, Section 3: Extra Help.

Enrichment

Lack of responsibility occurs when people fail to respect the rights of others. This may occur on an individual basis or at the government level. Lack of responsibility may also occur when people fail to do what is required of them.

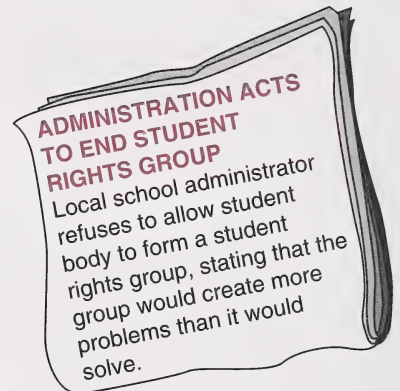
Read each of the following cases. In each case, decide

- a. Which right has been taken away?
- b. Which person (or group) has shown a lack of responsibility?
- c. Does this occur in a dictatorship, democracy, or both?

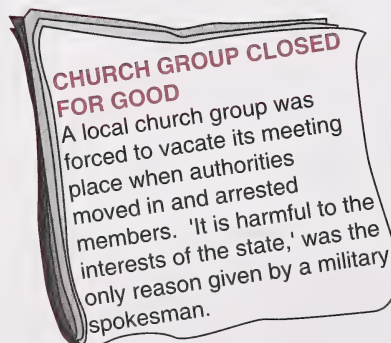


1. a. _____
- b. _____
- c. _____

2. a. _____
- b. _____
- c. _____



3. a. _____
- b. _____
- c. _____



**PARADE PERMIT
CANCELLED**

A proposed parade of white supremacists was cancelled by town officials to prevent possible violence between civil rights activists and Ku Klux Klan members.

4. a. _____
b. _____
c. _____

5. a. _____
b. _____
c. _____

PEACE GROUP BANNED

Greenpeace, the noted environmental and nuclear arms opponent, was banned from demonstrating within one kilometre of several warships in the harbor. A spokesperson for Greenpeace stated that the warships were carrying nuclear missiles.

CENSORSHIP IMPOSED

All newspaper and radio reports of military action in the city have been banned. This action was taken to maintain order and security. The ban also includes television reports.

6. a. _____
b. _____
c. _____

7. a. _____
b. _____
c. _____

**MANAGER RETURNS TO
JOB**

Court ruled that Leroy Jackson had been unfairly dismissed from his post as manager of the Hucksbury Falcons hockey team. The court ruled that Jackson had been unfairly dismissed because he was black.



8. If you have access to a computer linked to the Internet, do some net surfing to learn more about human rights. Use your search tools to look for the United Nations sites; check for the United Nations Universal Declaration of Human Rights.

Check your answers by turning to the Appendix, Section 3: Enrichment.

Conclusion

It is the responsibility of individuals in a democracy to participate in order to ensure that their concerns are dealt with by government. In a dictatorship, the individual has little opportunity to participate and, as a result, citizens have little chance to have their concerns addressed.



Poster (one family, one child), Chengdu Sichuan, China

The rights and freedoms of the individual are guaranteed in a democracy while in a dictatorship, individual rights and freedoms are rarely, if ever, respected.

ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

Assignment
Booklet

Dictatorship in Practice



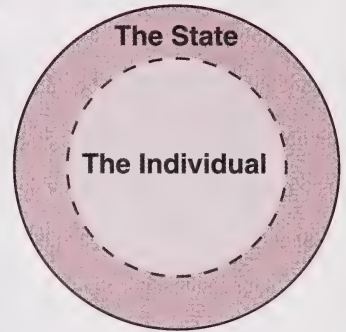
How are the opinions of citizens recognized in a dictatorial system? Who makes the decisions in a dictatorship? Are minority rights recognized? Does the government make decisions for the benefit of the individual or for the good of society? Can individuals make changes if they disagree with the decisions of the government in power? To what extent are the rights and freedoms of the individual recognized in an authoritarian form of government?

This section will focus on the way dictatorships function using examples from the Soviet Union and Nazi Germany. The activities will help you to understand how the authoritarian system works in practice. In this section you will

- understand the role of the citizen in an authoritarian system of government
- recognize how power is used in a dictatorship
- understand how decisions are made
- understand that the common good of the society is more important than the individual in a dictatorship
- recognize that in a dictatorship the government is much more involved in the lives of its citizens
- identify the extent of individual rights and freedoms in an authoritarian system of government

Activity 1: Unlimited Power over the Individual

If you were to diagram the control that the state (government) has over the individual in a government that has characteristics of a dictatorship, it would look something like the diagram on the right. The government is represented by the solid circle, while the individual is typified by the broken one.



1. According to the diagram, who makes the decisions for the individual?

Check your answers by turning to the Appendix, Section 4: Activity 1.

Role of the Individual

The following readings deals with how the Nazi Party in Germany (an example of a fascist dictatorship, prior to and during the Second World War) was able to restrict the participation of citizens in the affairs of government.

Adolf Hitler's main aim was to create a powerful and racially pure state. To achieve this goal he suppressed all individual rights and freedoms including freedom of the press, freedom of speech, freedom of religion, and the independence of the courts.



Books containing anti-Nazi ideas were gathered and burned.

official Nazi policy were censored until they did follow the Nazi Party doctrine, or else they were eliminated entirely.

Hitler used all forms of the media and arts to reeducate the people of Germany to the Nazi way of thinking. As a result, all newspapers, magazines, radio broadcasts, and even art exhibits, plays, and films had to pass the scrutiny of his government officials. Those media that did not adhere strictly to the

Courts also fell under the control of the Nazi government. Those openly opposing government policies could find themselves quickly tried and convicted of betraying the state. No evidence need ever be proven against them: the word of a party member was sufficient. Party members had nothing to fear so long as they carried out government orders. The rightness of their actions would never be called into question.

Churches were placed under government control too. Church leaders had a choice: accept and espouse all Nazi religious doctrine, or be sent to a Nazi concentration camp.

All social clubs were made to follow the party line as well. Those refusing were simply dissolved. A youth organization called Hitler's Youth was formed. All boys between the ages of ten and eighteen were encouraged to be members of it. At eighteen the young men were required to report for military service. Girls and women were encouraged to help in one of the military support organizations. Children were encouraged to turn in their parents, wives their husbands, brothers their brothers, for violation of Nazi policies.

Loyal citizens could be rewarded with low-cost holidays.



Hitler greets a Hitler Youth.

2. Briefly list the ways the Nazi Party was able to place strict limits upon the individual.

Check your answers by turning to the Appendix, Section 4: Activity 1.

Role of the Media



Joseph Goebbels

Hitler believed he could control the hearts and minds of the German people if he could control the information they were given. With this end in mind he created the Ministry of Propaganda headed by Joseph Goebbels.

It was the role of this department to restrict what the newspapers printed, what the radio stations reported and even what movies the people were allowed to see. Specific instructions were given to each media as to what content to use and what not to use.

***Concentration camp:** a camp where persons such as war or political prisoners or refugees are detained or confined*

The news that did appear was slanted to favour the Nazi Party. Murders and terrorist activities carried out by their military organizations were not reported or were blamed on the communists. Other activities, such as the mass arrest, internment, and execution of millions of Jews in concentration camps were never made public. Even the term **concentration camp** was never used. The more positive term *relocation settlement* was used instead. Events were twisted to give more power to the Nazi government. For example, the Reichstag fire and violent demonstrations were blamed on the communists by the media.



Bergen-Belsen concentration camp in Germany (or as Nazis would have called it: "A Relocation Settlement")

Newspapers of opposition parties, such as the Communist Party, were not allowed to operate. Any newspaper not supportive of the Nazi Party was shut down. Control of the media was so complete that effective opposition was nearly impossible. It is very difficult to oppose things you don't know are happening.

3. What was the main principle behind taking control of the media?

4. What instructions were given to newspaper editors?

5. Is there evidence that the Nazi Party was able to hold back or change what they wanted people to hear? Give examples.

Check your answers by turning to the Appendix, Section 4: Activity 1.

Read the following excerpt.

Law Against the New Formation of Parties of July 14, 1933

The government has passed the following law, which is being proclaimed herewith:

Article 1

The sole political party existing in Germany is the National Socialist German Workers' Party.

Article 2

Whoever shall undertake to maintain the organization of another party, or to found a new party, shall be punished with a sentence of hard labour of up to three years, or of prison between six months and three years, unless other regulations provide for heavier punishment.

Berlin, July 14, 1933

The Chancellor
s. ADOLF HITLER
The Minister of the Interior
s. FRICK
The Minister of Justice
s. GURTNER

Then what you do is eliminate all opposition or challenge to the leadership by eliminating any other political parties.



- 6. What party was to become the only political party in Germany?

- 7. What would happen to those who attempted to establish or bring about the formation of a new political party?

Check your answers by turning to the Appendix, Section 4: Activity 1.



Education was another means used to reduce the role of the individual, while maintaining Nazi power. From a very early age, the individual was constantly reminded and taught of the greatness and wisdom of Nazi rulers. Schools were used as a very important method to establish obedient citizens.

All of this was a means of placing the individual under government control. No opposition was tolerated. The leader was to be seen as the only choice for leading the citizens to the pure state. Individuals in society had to blindly follow the leadership without question. The leadership, they were told, was always right!

Can you see this in the following excerpt?

... What is necessary is that the press blindly follow the basic principle: The leadership is always right! Gentlemen, we all must claim the privilege of being allowed to make mistakes. Newspaper people aren't exempt from that danger either. But we all can survive only if, as we face the world, we do not put the spotlight on each other's mistakes, but on positive things instead. What this means in other words is that it is essential—without in principle denying the possibility of mistakes or of discussion—that it is essential always to stress the basic correctness of the leadership. That is the decisive point ...

8. Who has to be considered correct in a dictatorship?

Check your answers by turning to the Appendix, Section 4: Activity 1.

Activity 2: The Elite Make the Decisions



Because the leadership feels they are the only ones informed enough to make the best decisions for the citizens and country, they make them. Another dictatorship, the Soviet Union, used a small group of Communist Party members to make the country's decisions. The Soviet Union also established communist governments in other countries. Poland sought to challenge the communist leadership in 1980. The Polish workers strove to establish independent, decentralized unions.

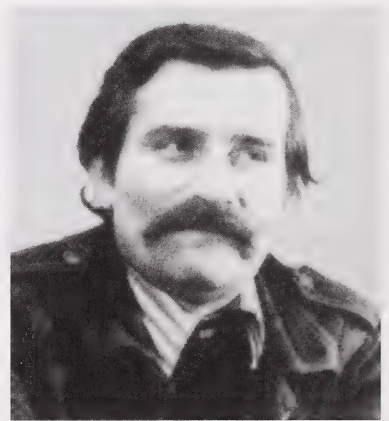
Solidarity

Solidarity: the Polish worker's union led by Lech Walesa

The movement in Poland known as **Solidarity** began on August 14, 1980. On that day the workers at the shipyards in Gdansk, Poland, presented the leaders of the Communist Party with a list of demands. This list included

- the right to strike
- the establishment of a strike committee
- publication by the media of information about the strike
- freedom to express themselves openly
- abolition of censorship
- the right to form free trade unions
- the release of all political prisoners
- the right of all religious groups to use the mass media
- resolution of economic conditions such as food shortages and poverty
- release of information about the true economic and social conditions
- allowance of public discussion aimed at reform

By December of 1981 many of these demands had been agreed to by the government. One of the most important reforms was the creation of Poland's first trade union under the communist regime. Under their leader Lech Walesa, Solidarity steered a middle course, between the extreme demands of union radicals and the reluctant Polish government. The Polish government was under pressure from the USSR to take action to crush the union.



Lech Walesa, Leader of Solidarity

Buoyed by their successes, further pressure was applied by Solidarity with the threat of a general strike unless certain demands were met. Those demands included

- establishment of free elections
- joint management of the economy by the government and Solidarity
- a national **referendum** to decide on the future of Poland, including
 - the leadership: a vote of confidence (or lack of confidence) in the government of General Jaruzelski, the head of the Polish Communist Party.
 - provisional government: whether or not to set up a provisional government and hold free elections
 - military interests: whether or not Solidarity and the provisional government should guarantee Soviet military interests in Poland

Referendum: a vote by the citizens on a specific matter of public policy or law

Martial law: laws brought about by a government to deal with emergencies
These laws are usually enforced by the military and involve the suspension of human rights and freedoms.

Note: In late 1989 Poland experienced political reforms that led to the end of Communist Party rule.

The call for a referendum proved to be too much of a threat to the Polish Communist Party and its Soviet ally. On December 13, 1981, **martial law** was declared and in October 1982 Solidarity was banned and its leaders arrested.

This case study shows clearly that in an authoritarian style government, like the former communist government of Poland, the ruling party makes all the decisions. It also shows that opposition will only be tolerated so far.

- 1. Who was the leader of Solidarity?

- 2. Briefly list some of the demands of the workers in the Gdansk shipyards.

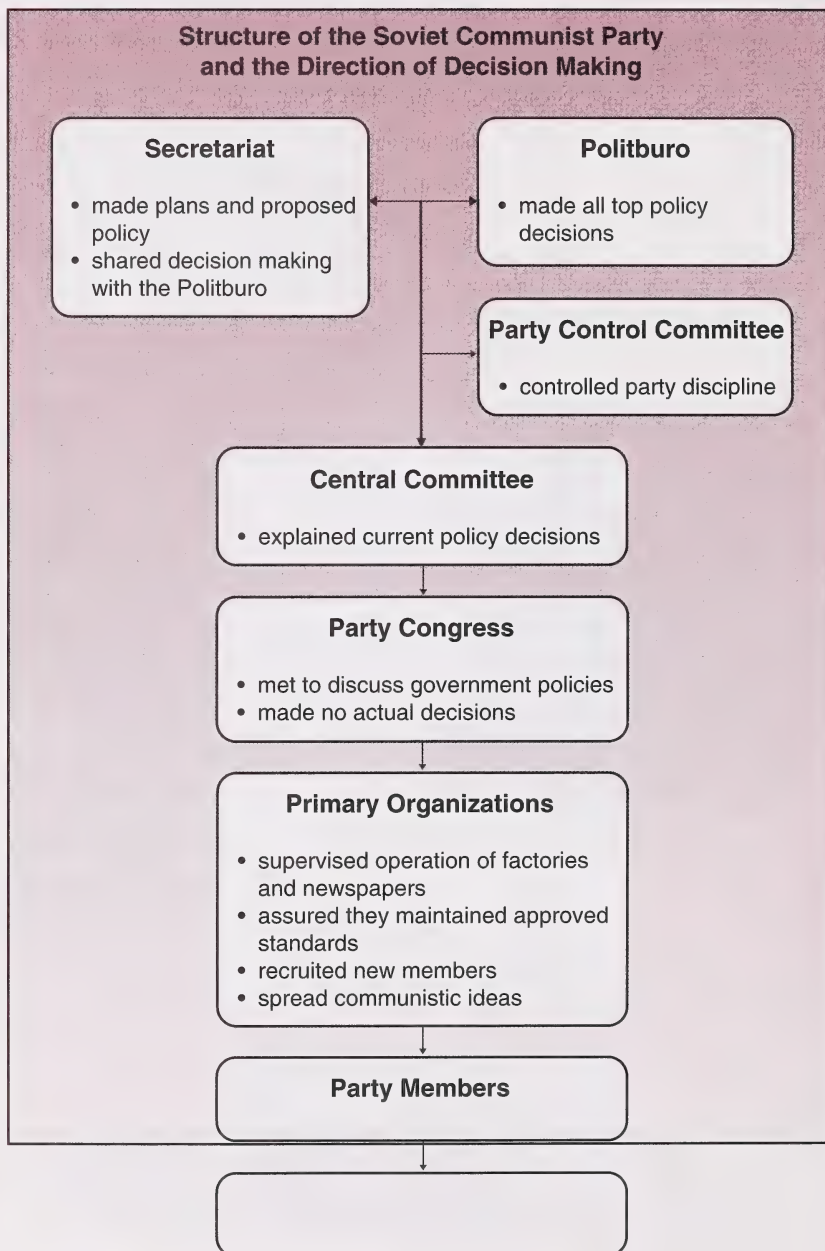
- 3. State in your own words what the referendum was asking for.

- 4. Why was martial law declared?

- 5. Under martial law what happened to Solidarity?

Check your answers by turning to the Appendix, Section 4: Activity 2.

The following chart briefly explains the organization of the Communist Party of the Soviet Union. As you read the information, you should come to realize that decisions for the country were made by a select few, with little or no input from the citizens.



Use the preceding chart to answer the following questions.

- 6. What two political bodies made all the decisions?

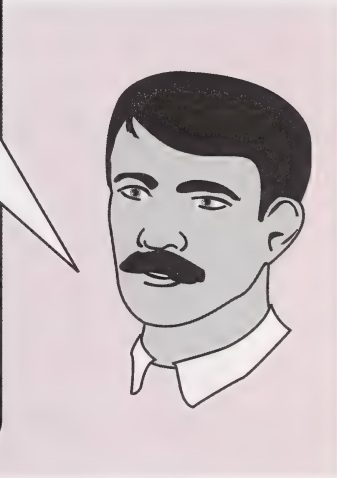
- 7. Below the Party Members' box is another one with no label. What group made up that box?

- 8. Why was this box outside of the much larger one?

- 9. How could this system have been changed to make it more democratic?

Check your answers by turning to the Appendix, Section 4: Activity 2.

Membership in the Communist Party was restricted—only 6% of the total population in the Soviet Union were members in 1991. Most Party members were the educated elite: the lawyers, judges, factory directors, engineers, journalists, and scholars. Those on the low end of the social scale, such as the common workers or farmers, were not admitted. In 1990 women made up approximately 40% of Communist Party membership.





The Communist Party provided leaders for all organizations in the country and made all political and economic decisions. It also ensured the people fulfilled the tasks of the Party. In fact, the only way to further your career in the Soviet Union was to become a member of the Communist Party.

10. Who usually became members of the Communist Party?

11. What were the main functions or tasks of the Communist Party?

Elections

Citizens in the Soviet Union could vote in elections, but their participation was much different than in Canadian elections.

The government of the Soviet Union was designed in such a way that a small elite group of people controlled all the decision making. All decisions were made at the top and passed down so there was virtually no opposition from lower levels.



CREDIT: NOVOSTI PHOTO LIBRARY—LONDON
Reindeer breeders vote in the USSR elections.

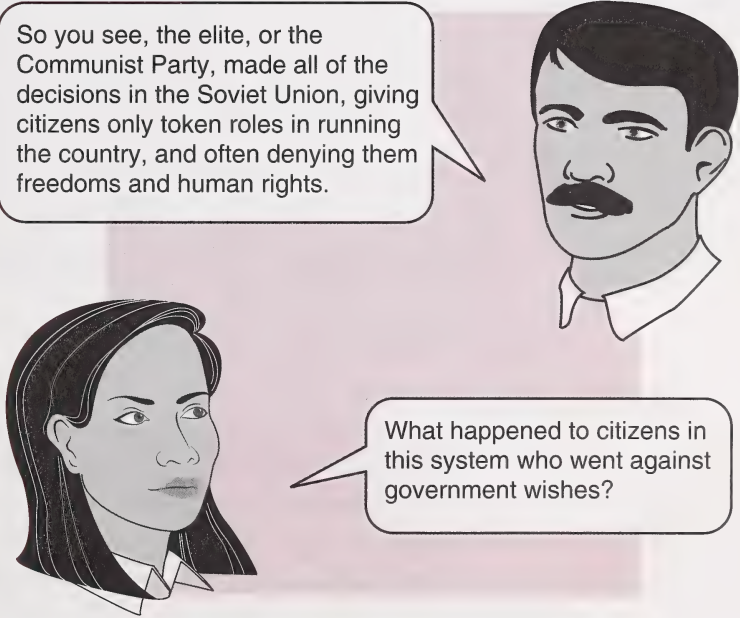
Elections in the Soviet Union were more for show than to serve a real function. Unlike democratic elections, the Soviet voter was given no choice of different policies or different leaders since only one party existed. Soviet voters were told to put an X through every name on the ballot except the one they chose. Sounds democratic, right? However, only one name normally appeared on the ballot, so there was no real choice. In addition, in elections at all levels, the candidates were either Communist Party members or were approved by the Communist Party. So once again the voter was given little choice.

12. Why were elections considered ritualistic or an exercise in voting on what was already in place?

13. For what reason were elections held in the Soviet Union?

Check your answers by turning to the Appendix, Section 4: Activity 2.

Human Rights



Read the following excerpt to find the answer to this question.

Empty Promises and Full Jails¹

Note: On Jan. 1, 1992 the Soviet Union officially ceased to exist. Political and economic reforms are occurring in the countries that used to be part of the Soviet Union.

The Constitution of the Soviet Union guarantees freedom of speech, freedom of the press, and freedom of worship. However, for 60 years the Soviet government has arrested and jailed just about anybody who tried to exercise these rights.

Take the case of Vladimir Bukovsky. He was arrested in 1963 for possessing a book the government had banned. He was declared insane and spent 20 months in the Leningrad Special Psychiatric Hospital. After his release he took part in a human rights demonstration in Moscow in 1967. Again, he was arrested. This time he was found to be sane by the same doctor who earlier had said he was insane. But, he was still sentenced to three years in a labour camp.

When he was released he started to speak out against the harsh treatment he and thousands of others were receiving. (Estimates put the number of people in Bukovsky's position in the Soviet Union

at anywhere between 2,000 and 10,000.)

His complaints were sent to Western journalists and stories about him started to appear in newspapers around the world. For this he was arrested again. This time he was sentenced to two years in prison, five years in a labour camp and five years in exile. Bukovsky continued to protest and his case became well known in the West. As a result, protests were made on his behalf to the Soviet government to whom he was now an embarrassment.

In 1976, he was released in exchange for Luis Corvalan, a leader of the Communist Party in Chile, who was suffering a similar fate under that country's right-wing military government. Corvalan, like Bukovsky, was jailed because his political beliefs were not the same as those of his country's government. So, we must not make the mistake of thinking that it's only the Communists who trample on human rights.

14. For what crimes was Vladimir Bukovsky arrested and punished?

15. What punishments are given out to those citizens who go against the wishes of the government?

Check your answers by turning to the Appendix, Section 4: Activity 2.

¹ Canada and the World for the excerpt from *Canada and the World* "Empty Promises and Full Jails," by Rupert J. Taylor, September 1977, p.13. Reprinted by permission of Canada and the World.

Activity 3: The Collective Versus the Individual

In Module 1, you learned that political systems have to deal with the dilemma of whether the individual interests come before the interests of the group (or the collective), or whether it is the collective interest that comes before the individual. In dictatorships, such as fascism and communism, it is the collective that is the most important.

It is important to society in a dictatorship that there be respect for authority, strict obedience, loyalty, stability, service to the state, and above all, law and order. This was true in the government of Nazi Germany.



OATH OF REICH OFFICIALS AND SOLDIERS

“Article 1. The public officials and the soldiers of the armed forces must take an oath of loyalty on entering service.”

“Article 2.

1. The oath of loyalty of public officials will be: ‘I swear: I shall be loyal and obedient to Adolf Hitler, the **Führer** of the German Reich and people, respect the laws, and fulfill my official duties conscientiously, so help me God.’
2. The oath of loyalty of the soldiers of the armed forces will be: ‘I swear by God this sacred oath: I will render unconditional obedience to Adolf Hitler, the Führer of the German nation and people, Supreme Commander of the Armed Forces, and will be ready as a brave soldier to risk my life at any time for this oath.’”

– Reichstag legal press, August 20, 1934

Führer : a German term meaning leader, it became synonymous with Adolf Hitler during World War II

1. The oath of loyalty applied to what two groups?

2. Unconditional loyalty was to be directed toward whom?

THE CONSTITUTION OF THE THIRD REICH

1. At the head of the Reich stands the leader of the NSDAP as leader of the German Reich for life.
2. He is, on the strength of his being leader of the NSDAP, leader and Chancellor of the Reich . . . He is Head of State and chief of the Government in one person. He is Commander-in-Chief of all the armed forces of the Reich. . . .
4. The Führer is supreme judge of all the nation. . . . There is no position in the area of constitutional law in the Third Reich independent of the elemental will of the Führer.

3. Who had the supreme power in the German Third Reich as guaranteed by the constitution?
-

Placing Common Interest Ahead of Self-Interest

The National Socialist Party placed the common interest ahead of the interests of the individual.

- The first commandment of every National Socialist was to love Germany more than anything, and fellow Germans more than oneself.
- The aim of the National Socialist idea of liberty was to create a national community of all honest, creative Germans. The content of such a community was freedom and bread for every German.
- A creative German was one whose blood, customs, and culture were German and who spoke the German language.
- National Socialism wished to replace the economic concept of all against all with the basic economic principle of the common interest ahead of self-interest.

4. What was considered more important than the individual?
-

5. What does this say about the role of the individual in a dictatorship?
-

Check your answers by turning to the Appendix, Section 4: Activity 3.

Note: The Nazi Party was the short name for the National Socialist German Workers' Party. Therefore, the reference to National Socialists really is a reference to Nazi Party members.

Activity 4: The Citizen Has No Rights

The following story is of a young girl who dared challenge the government by attending a demonstration to protest the government. This series of events can apply to any type of dictatorship. This one happened to be the military dictatorship that existed in Chile, although the same story could apply to protest in the Soviet Union or resistance to the government in Nazi Germany. In any of these governments, human rights, guaranteed under a democratic form of government, are ignored by the totalitarian form of government.

State of Terror¹

On that morning Carmen, along with many other students, attended a demonstration to protest the military regime of General Augusto Pinochet. As she said later, “I went to the demonstration because I believed that the government was corrupt. There are so many things wrong in my country. It is up to the young people to try and change them.”

As she was standing with her fellow students, a truck stopped in front of her group. The truck was carrying men who were heavily armed and whose faces were painted black so they could not be recognized. From the crowd, these men seized Carmen and Rodrigo Rojas de Negri, another young student who was standing nearby.

The men started beating Rodrigo, and he fell down. Then, the man who seemed to be the leader of the group came over and poured gasoline on Carmen and Rodrigo. Carmen asked what he was doing. The man did not reply, but the other men laughed, as though she had said something very funny. Then, one of the men lit the gasoline.

Rodrigo stood up and tried to put out the flames, but the men kept hitting him in the head until he went down again. When Carmen tried to beat out the fire with her hands, she was hit in the mouth with a rifle butt, and fell to the ground.

The men waited until the flames died, then wrapped the bodies in blankets and drove off with them. Carmen and Rodrigo were dumped in a ditch on the outskirts of Santiago. Later, they were found and taken to a local clinic.

Rodrigo died four days later. Although Carmen had burns over 60% of her body (half of them third degree burns), she miraculously survived. In September 1986, with the help of various government and religious groups, she was brought to a hospital in Montreal where her treatment will take two years.

There was no reason for it to have been Carmen Quintana.

It could have been the person next to her, the person behind her. It could have been anyone. She was a victim of terrorism—of the kind of random, politically motivated violence that has grown common throughout the world.

There was, however, one very big difference in this case. Carmen Quintana’s attackers were not members of some tiny terrorist group looking for publicity for their cause. They were soldiers in the Chilean army, in uniform, acting on behalf of the government of her country. They were still terrorists all right, but officially sanctioned ones, carrying out the policies that have made living in Chile a nightmare.

For nearly 40 years, Chile was a

¹ Canada and the World for the excerpt from *Canada and the World* “State of Terror” by M. L. Alleu, March 1987, pp. 12-13. Reprinted by permission of Canada and the World.

Note: In January 1990 Pinochet stepped down as President of Chile in favour of Patricio Aylwin who was elected in December 1989 as head of a 17-party coalition. In the December 1993 presidential election, Eduardo Frei won.

strong, vigorous democracy, one of the few such governments in South America. There was a free press, active political parties and a military that kept out of politics. All that changed in 1973. A right-wing military group, under the leadership of General Augusto Pinochet, overthrew the elected Marxist government of Salvador Allende in a bloody and violent coup.

On the surface, the purpose of the coup was to save the country from communism. The result has been a brutally oppressive military dictatorship—a regime that is recognized as one of the world's worst violators of human rights.

In the 13 years since Gen. Pinochet seized power, it's estimated that 6,000 people have been killed by the government; another 25,000 have disappeared and are presumed dead; thousands of Chileans have been tortured, and tens of thousands have been arrested and held without charge or trial; perhaps a tenth of the population is now living in exile.

Law and civil rights, as we know them, do not exist in Chile. Under various self-proclaimed "states of emergency," the government has given itself powers to do virtually anything it wishes. It can arrest people for no reason. It can prevent people from entering or leaving the country.

It can send people to remote parts of the country, or expel them entirely. It can suspend or restrict the rights of assembly, information and freedom of expression. Furthermore, according to the constitution that the military put into effect in 1981, the courts cannot challenge anything the military decides to do.

Basically, the government of Chile is at war . . . except the war is with its own people, and it rules as though it were an occupying army in a hostile land. It justifies its harsh policies by citing

"persistent and serious terrorist activity." However, virtually all outside observers agree that the military regime itself is responsible for most of the terrorism in the country.

Unfortunately, the case of Carmen Quintana is anything but an isolated one. In March 1985, three outspoken critics of the government were kidnapped and murdered; all evidence suggests the police were behind the deaths. In May 1986, soldiers—their faces again hidden under black paint—rounded up 15,000 people from the poorest sections of Santiago for questioning and "police control." In September 1986, a left-wing journalist was taken from his home by gunmen believed to be members of the CNI (the hated security police), and murdered.

The government of Chile says that its purpose is "to maintain public order and security," but it appears that its purpose is really only to maintain itself. The method it has chosen to use is terror on its own people. "In this country, today, nobody is safe," Pablo Guerreo, a torture victim, wrote from his jail cell. "In a second your life has changed course . . . you cross the threshold from freedom to jail, to torture, to intimidation, to death itself."

There is no question that this is an effective way of putting fear into the hearts of the people, and fear is the way the government hopes to control the population. As a report of the Archbishop of Santiago explains, "The victims are chosen, not as individuals, but for what they do, what they believe in, what they think. The immediate aim of these threats, abductions and attacks is to paralyse popular organizations, to discourage members, to impede the emergence of leaders."



1. What rights and freedoms were being violated by the government action?

2. According to the government of Chile, what crime did Carmen Quintana commit?

3. What happened to Carmen Quintana?

4. Under General Pinochet, what happened to the citizens of Chile who opposed the government?

5. What excuse did the Chilean government give for its actions?

6. What characteristics of a dictatorship were evident in how the government dealt with protesters to its regime?

Check your answers by turning to the Appendix, Section 4: Activity 4.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts, it is recommended that you do the Enrichment.

Extra Help

Read the following material about the Nazi dictatorship. Note how, once the Nazis achieved power in 1933, the state made all citizens and organizations within the state, subordinate to the leadership.

Nazi Methods of Achieving Power

From the time the National Socialists (Nazis) came to power in 1933 their first goal was to obtain absolute power over the German state. To this end they used many techniques.

Gleichshaltung, which means coordination, was the Nazi plan to bring all independent organizations under the direct control of the state. This was accomplished by

- abolishing all trade unions and cooperative societies
- outlawing all political parties except the National Socialist Party
- outlawing or abolishing all independent youth movements
- outlawing or abolishing all agricultural organizations
- outlawing or abolishing all ex-servicemen's associations
- replacing all outlawed or abolished organizations or societies with equivalent Nazi ones



Occupation of the Trade Union Headquarters, May 2, 1933.

Hitler next moved to eliminate any opposition within his own party. The leadership of the SA (the Nazi private army) wanted more control over the actions of the government. They wanted to break Hitler's control over the German army so he would be forced to rely on them more. Hitler's solution was to create the SS, a private army loyal to him alone. On June 30, 1934, the SS rounded up and shot the leadership of the SA. Other conservative members of the army and aristocracy were also shot since Hitler felt they might prove a future threat to him. Hitler justified his actions by stating that these men had plotted to overthrow his government.

Upon the death of President Hindenburg, Hitler made a further move to solidify his position by combining the positions of President and Chancellor and assuming both positions.

Over the next few years the lives of the German people were also brought under control. The ordinary citizen was told that they must follow the leadership and outlook of the Nazis. They must show uncritical admiration of Hitler who was the ideal of strength and discipline to be copied. Obedience to the policies of the Nazis was to be another important aspect of the life of the average German.



Hitler Youths on their way to a propaganda demonstration in Berlin in 1934. The banner reads "Führer command, we follow! All say Yes!"

Because people's minds can be influenced by what they read and see, the arts became the Nazis' next target. Only art and artists who reflected the ideals of the Nazi state would be permitted. Many intellectuals and artists, who refused to give in to censorship, left Germany. All music, art, and books by Jews were banned. Newspapers, of course, were brought under Nazi control. All those owned or operated by Jews or those not in total agreement with the state were closed down or placed under the management of friends of the state. This allowed the Nazi party to use them for propaganda purposes. The German motion picture industry was also brought under state control. The Minister of Propaganda, Goebbels, used films to create the impression, in the minds of the German people, that the Nazi Party was very large, strong, and well supported.

No institution must stand in the way of the National Socialists, not even the Church. Most of the Christian churches were tolerated by the state simply because the government feared making them a source of opposition. The churches, as a group, did not attempt to organize any mass resistance to the Nazi regime. Individuals, among both the Catholics and Protestants, did speak out against the Nazis and were sent to concentration camps for their efforts.

The youth were another target of propaganda. Schools placed heavy emphasis on the teaching of the Nazi ideology and on practical training that would be useful to the state. Corporal punishment was re-introduced to the school system by the Nazis. All young people were required to join the Hitler Youth where they received further training in Nazi beliefs. Service to the state, in an organized camp, was another compulsory activity for every young man as was a period of military service.

New courses in racial science were introduced in the universities. These promoted the Nazi doctrine of a racially pure Aryan race and its superiority over all other races. It also stressed the subhuman nature of the Jewish people, and other equally absurd Nazi scientific theories. German professors offered little resistance, fearing for their lives.

Thus, every aspect of German life was brought under the control of the Nazi government. This assured Hitler of the support of the German people and control over their minds and bodies.

Complete the chart that follows. For each of the groups listed indicate how they were dealt with by the Nazis in order to make them conform to the wishes of the state.

Group	How Dealt With
Trade Unions	
Political Parties	

Opposition Within the Nazi Party	
The Arts	
Newspapers	
The Church	
Schools	
German Youth	

Check your answers by turning to the Appendix, Section 4: Extra Help.

Enrichment

Read the material that follows. Then in a brief essay, discuss how support of the leader, nationalism, and imperialism (desire for more colonies) led to a strong belief in the Nazi Party. Also discuss which aspect you feel made the Nazi Party conservative or traditional in nature. (Use your own paper.)

Nazism and Its Beliefs

The National Socialist German Workers Party (or Nazis) used strong methods against all enemies of the state. By enemies of the state they meant anyone who was not a firm supporter of the Nazi Party and its goals.

Among the beliefs of the Nazis were these

- Hitler was the supreme head of the state.
- Hitler's decisions were never to be questioned.
- Hitler represented the state, the people, and the party.
- Hitler was to be worshipped as a near god. He was portrayed as the Saviour of the German people. All Germans were required to salute each other with the words *Heil Hitler*. Those who did not could be punished and were at least suspected of being enemies of the state.



Swearing an oath of allegiance to Hitler, August 2, 1934.

Nazism was an extreme form of nationalism in which all people were to give up all of their individual rights to serve the state.

Racism was encouraged in Germany. Loyal Nazis were seen as members of the Aryan race or master race. The Aryan race was portrayed as being superior to all other races both in intellect and physical appearance. It was their duty to improve the human race by taking over the world and populating it with more of their race. The role of all other inferior races was to serve the Aryan race. With this goal in mind, whenever a country was conquered, its inhabitants became slaves of the master race. For example, the Poles and Slavs were used as a source of slave labour to carry out Nazi projects.

The Jews were a different situation. They were viewed by Hitler as being subhuman and so were to be eliminated at all cost. For this purpose concentration camps were set up and Jews were rounded up and sent to them. Once in these camps they were starved and put at hard labour until they died. Some were used for medical experiments of various kinds. Still others were herded into gas chambers and executed with poison gas. The ultimate goal was to eliminate the Jews entirely.



May 1943: Jews in the Warsaw ghetto are rounded up for deportation.

The concentration on increasing the numbers of pure-blooded Germans had another consequence. With ever-increasing numbers of Aryans, more land would be needed on which they could live. Hitler called this *Lebensraum*, or living space. Thus, the German people had an excuse to make war on their neighbours and take over their land. Aryans then could inhabit the land previously occupied by inferior races.

German men were to go forth and win more living space for the master race. The German women could help the Reich by staying home and having more children. For those having four or more children a medal, called the Honour Cross of the German Mother, was awarded.



The total goal of the Nazi Party was to convince their fellow Germans of the rightness of their beliefs and to enlist their support in accomplishing them.

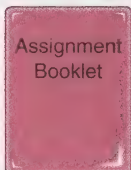
If you have access to a computer linked to the Internet, do some net surfing to learn more about the Nazi Party. Use your search tools to look up “Who’s Who in Nazi Germany—Introduction” which looks at the individuals who influenced every aspect of life in Nazi Germany.

Check your answers by turning to the Appendix, Section 4: Enrichment.

Conclusion

The government in a dictatorship has total control over the individual. All aspects of the individual, including social, economic, and political aspects, are under the direction of the state. As well, the rights and freedoms of each citizen are bypassed by the state in order that it may achieve its goals. Any opportunity for the individual to achieve even limited freedoms is strictly controlled.

The goal of the government in a dictatorship is to have the total loyalty and obedience of its citizens.



ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

Democracy in Practice



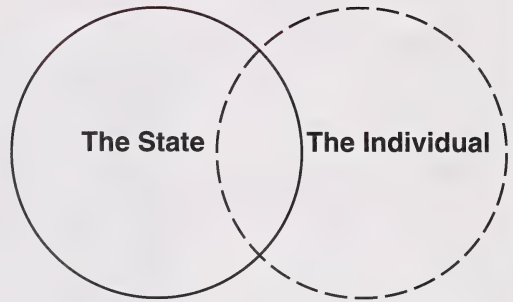
To what extent are citizens in a democracy given the opportunity to exercise their power? Can you influence the government? Are you given choices before you make your decisions? What happens if you are a member of the minority, are your opinions ignored? How is the government held accountable in a democratic system? Does the citizen in a democracy really have power over the government? How are individual rights and freedoms guaranteed in a democratic system of government?

This section will focus on the way democracy functions using examples from Canada, the United States, and Sweden. The activities will allow you to understand how the democratic system works in practice. They are designed to help you

- understand that governments in a democracy are accountable to the citizens of that society
- recognize that citizens are involved in the decision-making process
- recognize that the role of the individual is important in a democratic society
- understand that although there is majority rule in the democratic process, minority rights are recognized
- understand that the democratic process works for the benefit of the individual as well as the society
- appreciate that individual freedoms and rights are important in the democratic process

Activity 1: Power to the Individual

A diagram of the control that the state has over the individual in a democratic system of government would look something like the one on the right. The democratic government would appear as the solid circle while the individual would appear as the broken circle. What differences did you notice



between this diagram and the one for a dictatorship (Section 4, Activity 1)? Why is the individual not fully encircled by the solid circle this time? What does that tell you about the role of the citizen in a democratic form of government?

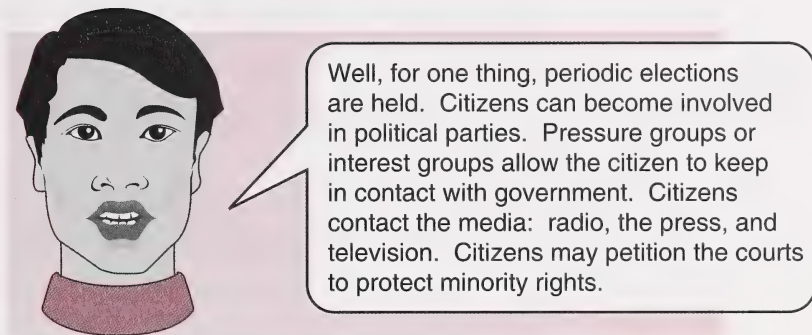
1. What are the differences between how the individual appears in a democracy and how the individual appears in a dictatorship?

2. Who makes the decisions in a democratic form of government?

Check your answers by turning to the Appendix, Section 5: Activity 1.



How can citizens in a representative system such as ours become involved in the decision-making process? How do people influence and put pressure on government? How does the democratic process ensure the majority rule and, at the same time, respect minority rights?



Well, for one thing, periodic elections are held. Citizens can become involved in political parties. Pressure groups or interest groups allow the citizen to keep in contact with government. Citizens contact the media: radio, the press, and television. Citizens may petition the courts to protect minority rights.

The reading that follows describes one special interest group that exists in Canada.

The Consumers' Association of Canada

The Consumers' Association of Canada's main reason for existence is to protect the consumers of Canada. For example, it acts as a watchdog organization monitoring the purity, price, and quality of our food; new policies that affect health care; the distribution of hazardous products; and the disposal of nuclear or other hazardous wastes.

The public is kept informed about matters of concern through a monthly magazine *Canadian Consumer*. The sale of this magazine provides part of their yearly operating budget of two million dollars. The remaining funds come through grants from the federal and provincial governments.

The CAC has its head office in Ottawa as well as offices in the provincial capitals. There are also eighty local organizations run mainly by volunteers. All major decisions are made by the board of directors, elected once a year at an annual meeting.

The staff at head office is divided into four main departments:

- Publications and Testing
 - produces the magazine
 - researches products
- Finance
 - manages the budget
- The Regulated Industries Program
 - represents consumers at hearings about companies
 - is regulated by federal government
- Association, Policy, and Activities
 - prepares briefs on topics of interest to consumers
 - sends information to provincial offices
 - sets goals for the organization

3. For what reason does the Consumers' Association of Canada exist?

4. How does it inform the public of its interests?

5. What is one of the main tasks of this group?

Check your answers by turning to the Appendix, Section 5: Activity 1.

Methods Used by Interest Groups

Interest groups use a number of methods to attempt to influence government. One method is to establish contacts between cabinet ministers and senior civil servants and one or more of the interest group members (individually known as a **lobbyist**). In this way they hope that the minister or civil servant will seek their advice on matters of interest to them before actual government decisions are made. Through informal meetings, lobbyists may also attempt to influence government leaders to make decisions their particular group favours. They also try to obtain information about government activities that may affect their group.

Many lobbyists are former civil servants, former MPs, or former MLAs, and, therefore, have already established the necessary links with the people they hope to influence. They spend a great deal of time either talking to members of the lobby groups they represent, or talking to the people they hope to influence, either by telephone, or in person.

Another method lobbyists use is to serve on government advisory committees. These committees advise the minister and government departments about particular issues. In this way they can have first-hand input into the decisions being made. Some interest groups, such as the Canadian Chamber of Commerce and the Canadian Labour Congress, are asked by government to give an annual briefing to the Cabinet. This gives them the opportunity to express their opinions on government policy as well as recommend changes to them. Even if they do not directly influence change, they do show the government the mood of the people of the country.

Government committees are always in need of information, statistics, and research studies to help them make their decisions. By providing the committees with the information they seek, some interest groups have the chance to influence the decisions made.

***Lobbyist:** someone who tries to influence government officials by convincing them to change their policies*

At election time interest groups may support the election campaign of one of their own members or speak out vocally against another candidate who opposes their group’s position. Petitions, letter-writing campaigns, and telegrams with hundreds of signatures, addressed to MPs or MLAs are also devices used by interest groups to try to change the direction of government policies.

One further method used is to attempt to win public support for their group’s views by advertising heavily on television, radio, and in the newspapers. In doing this the interest group may aim its ads either at the general public or at specific parts of the population such as civic, social, or business leaders, journalists, or other well-known people. It is the aim in these cases to have these important people speak out in favour of their interest group’s viewpoint.

Still other groups may use demonstrations or marches in an attempt to influence the public or government leaders. It is their hope that they will get free publicity in the newspapers or on radio or television.



The photo on the right shows a demonstration in which people protested regarding several issues.

In a parliamentary democracy such as Canada’s, the most effective methods are those influencing the decision makers directly.

6. List some of the techniques that interest groups use in dealing with government.

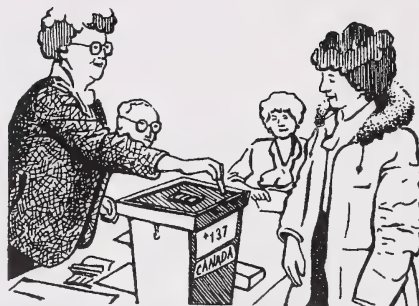
7. What are lobbyists and how do they attempt to influence government?

Check your answers by turning to the Appendix, Section 5: Activity 1.

In the next reading you will examine the role played by the voter at election time.

Voting in Elections

In a democracy, one way most citizens can influence the decisions made by government is by voting at election time. Whom individuals vote for can determine who will make the decisions. But how does a person decide for whom to vote? A citizen may choose to vote for the person who makes the best promises during the campaign. Others may vote for the person whose views are closest to theirs. One may also choose not to vote for a person who has failed to keep promises in the past. Whatever the decision, each vote together with those of all the other voters determines who is elected.



Voting is a very essential right in a democracy and one most people take for granted. In Canada, federal and provincial elections must occur at least once every five years.

In spite of the fact that elections determine the decision makers, some Canadians choose not to vote. This may be because they can't decide for whom to vote, they think their vote won't matter anyway, or they use not voting as a form of protest. For whatever reason, voter turnout at the federal level is about 75 percent of those eligible to vote. At the provincial level turnout is generally less than this. At the municipal level, only one out of every four voters chooses to vote.

That, of course, is one way a democracy differs from a dictatorship. In a democracy the voter has a free choice of who to vote for and even whether or not to vote. That is a right often denied citizens in a dictatorship.

8. Why is voting considered a basic way to influence governments in a democracy?

9. List reasons why some individuals in Canada don't vote?

Check your answers by turning to the Appendix, Section 5: Activity 1.

The Media

The media in a dictatorship is strictly controlled; in a democracy it is a means of making sure that the government is doing its job.

In a democratic society the media act as means of communication between government and the people. In both democracies and dictatorships, the government can tell the people what they are doing or planning to do. In democracies the media serves two other roles as well.

The media in a democratic nation is free to criticize the actions of the government if they feel the government is wrong. They are also free to report the whole story: triumphs and mistakes. In a dictatorship this would not happen. A well-informed public is better able to understand the issues and make their views known.

That is the other unique role a democratic media serves. Individuals and groups in a democracy are free to write letters of complaint to the editor of the newspaper and have them printed. In this way individuals can call the attention of the public to injustices which have occurred. Protest rallies covered on TV or interviews on radio are also effective means of voicing opposition to government policy and gaining support of like-minded people. Information presented in the media can often change government policy, since government members are very concerned about their image. They cannot appear to be insensitive to the wishes of the people, or they risk losing the next election.

The media in a democratic society serves very useful and necessary functions—functions that are just not present in a dictatorship.

10. What makes up the media in Canada?

11. How can the average citizen influence the government through the media?

Check your answers by turning to the Appendix, Section 5: Activity 1.

Political Parties

Citizens in a democracy may choose to influence government through joining or supporting a political party.

Any citizen may join a political party. Membership in a political party does not mean you intend to run for political office (although you must be a member to run for that party). It is the members who choose the political candidates who run for their party. In each constituency the party members choose a candidate for their riding for both federal and provincial elections.

Members become active in other ways as well. They may raise funds for the party to assist their candidates in running for office. To raise funds, members approach individuals and businesses and ask for donations to the party. Individuals and businesses make donations for a number of reasons: to receive a tax credit, to help a party whose policies they support get elected, or to win the goodwill of the party they expect to see elected.

At election time the party members may go door-to-door talking to individual voters. They explain their party's position on the issues, answer any questions the voter may have, and ask for the voter's support for their candidate. All advertising for the candidate is also carried out by the party members. In addition, they offer services to voters, such as rides to the polling station, information about how to vote, or help in getting enumerated. On election day members of each party are always present at the polling station to act as scrutineers, watching carefully to assure that the election laws are not violated. Members of the party also meet at party conventions to select party leaders, and to decide what the party's policy is on important issues.

Most political parties have youth wings where young people under the voting age may become involved in deciding party policy, choosing the party's leader, and helping candidates during elections.

As you can see, a political party includes more than the elected members; it includes ordinary citizens as well.

12. How can citizens become involved in political parties?

13. Of the functions that are listed for political parties, which ones allow for the most citizen participation?

Individual rights and freedoms are usually ignored in a dictatorship, but who keeps an eye on the democratic government?

What rights are guaranteed by the Canadian Charter of Rights and Freedoms?

Type of Right or Freedom	You Can
Fundamental Freedoms	<ul style="list-style-type: none"> • express your opinions • believe what you want • associate with whomever you like • gather together peacefully • worship as you like
Democratic Rights	<ul style="list-style-type: none"> • vote in elections • run as a candidate in elections • elect a new government at least once every five years
Mobility Rights	<ul style="list-style-type: none"> • live and work wherever you wish in Canada • enter, remain in, or leave Canada if you wish
Legal Rights	<ul style="list-style-type: none"> • enjoy life, liberty, and security of person • have a fair trial if you are accused of a crime
Equality Rights	<ul style="list-style-type: none"> • be protected by law against discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability
Language Rights	<ul style="list-style-type: none"> • have your children educated either in French or English wherever numbers warrant • communicate with, and receive the service of any federal government office either in French or English • use either French or English in any federal court
Enforcement	<ul style="list-style-type: none"> • appeal to the courts if you are denied any of the previously mentioned rights
General	<ul style="list-style-type: none"> • if Native, retain your existing treaty rights • be assured the charter applies equally to both sexes • apply all references in the Charter to territories as well as provinces • interpret the Charter to enhance Canada's multicultural heritage

14. Use the preceding chart of the Canadian Charter of Rights and Freedoms to decide which rights and freedoms apply to each example. Put your choice in the blanks provided.

a. joining the political party of your choice

b. moving to Ontario from Alberta

c. equal pay for equal work

d. choosing to send your child to a French language school

e. choosing to become a member of the Roman Catholic Church

f. being protected from false or arbitrary arrest

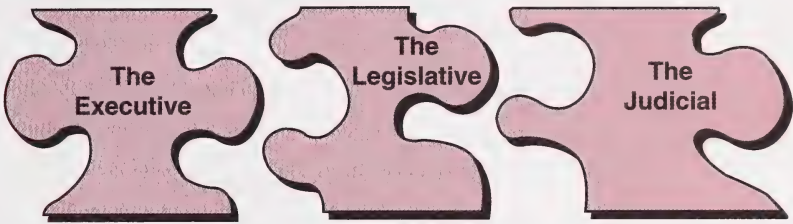
Check your answers by turning to the Appendix, Section 5: Activity 1.



Activity 2: Checking the Power of Government

In Section 2 you learned about the three levels of power in government: the executive (carries out the laws), the legislative (makes the laws), and the judicial (interprets the laws).

Put each of the three systems together in both Canada and the United States, and it would fit together like this:

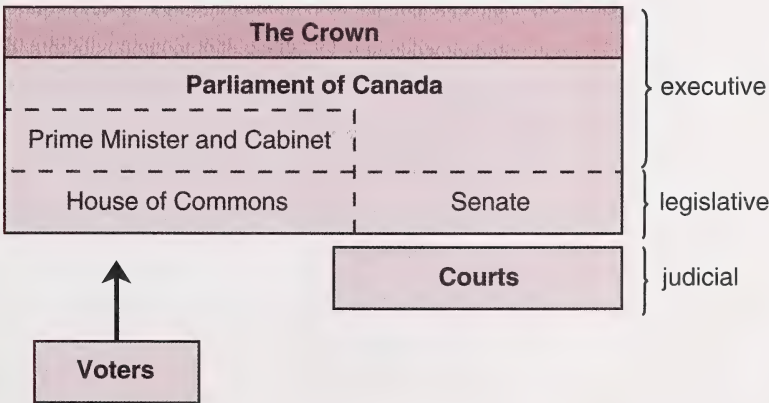


This is where decisions are made and power is exercised in a democracy.

In Canada, each of those functions are carried out by different parts of the government:

- The Crown (represented by the Governor General) and the prime minister and the cabinet carry out the executive function.
- The House of Commons and the Senate carry out the legislative function.
- The Courts, with the Supreme Court of Canada being the highest court in Canada, carry out the judicial function.

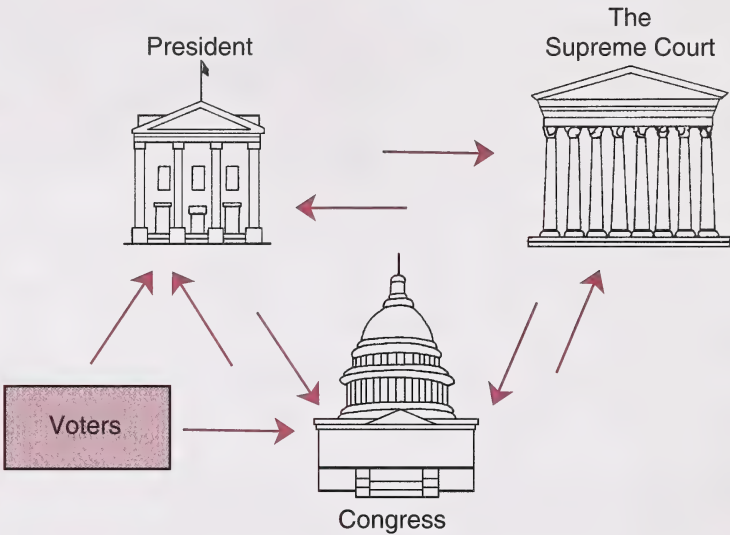
Diagrammed, it would look something like this:



The United States has these same three levels of power:

- The president carries out the executive function.
- Congress, which is made up of the House of Representatives and the Senate, carries out the legislative function.
- The Courts, with the Supreme Court being the highest court, carries out the judicial function.

Illustrated, it would look something like this:



1. Complete the following chart using the information you learned on the previous pages about the three levels of government in Canada and the United States.

	Canada	U.S.A.
Executive		
Legislative		
Judicial		

What differences are there between the Canadian and American systems? Use the information provided in the dialogue that follows to learn how the two systems differ.



Eddie: In Canada, the executive power is held by the prime minister and the cabinet.

Leah: In the United States, the executive power lies just with the president.

Eddie: In Canada's parliamentary system, the cabinet, being a part of the House of Commons, stays in power only as long as it has the support of the House of Commons. This makes the executive responsible to the other members of Parliament.

Leah: The president not being a member of Congress, is not responsible to that body of power.

Eddie: The prime minister can be reelected many times, when there is both the wish and support to run for office.

Leah: The president, on the other hand, can only run for two four-year terms.

Eddie: In Canada's parliamentary system bills are presented as government policy. If they are rejected, the executive will resign.

Leah: Not in the United States. The president can present and recommend bills, and if Congress rejects them, the president doesn't have to resign.

Eddie: Senate members in Canada are appointed and may hold office until they are 75 years of age.

Leah: Senate members in the United States are elected for six-year terms.

Eddie: Members in the House of Commons are elected for up to five years at a time.

Leah: Members in the House of Representatives are elected for only a two-year term.



2. Make a list of the differences between the government in the United States and Canada.

Canada	United States

Check your answers by turning to the Appendix, Section 5: Activity 2.

The powers of government in the United States and Canada are divided into the executive, legislative, and judicial branches, but the United States goes a step further. The founding fathers of the United States were concerned about governments becoming too strong and powerful. They felt that the best way to deal with this was to separate power between the branches of government. The main reason for doing this was to prevent one branch from controlling the government. Each of the branches would have certain powers that the other branches could check or hold in balance. Hence a system of balances and checks. (That explains the series of arrows in the diagram of the United States government: between the Congress, the president, and the courts.)



If you have access to a computer linked to the Internet, do some net surfing to learn more about the United States House of Representatives and Senate. Use your search tools to find the sites with this information and to find other information related to the American system of government.

Checks and Balances

In the U.S. system of government, each of the three branches of government act as a check on the power of the other two. For example, the president, who is the commander-in-chief of the armed forces, does not have the power to declare war, or to vote money to pay for the troops. Those powers are held by Congress (the House of Representatives and the Senate). This prevents the president from using the armed forces for private purposes, because Congress could refuse to declare war or to pay for the necessary troops.

The approval of both the executive and the legislative are needed for any bill to become law in the United States. A bill only becomes law after it is passed by both houses of Congress and is signed by the president. The president can veto a bill if the president thinks it is not in the best interests of the nation. In this case, if Congress still wishes to make this bill law, the bill must be passed again by Congress, with a two-thirds majority in each house. It then becomes law without the president's approval.

The judicial branch has the power to interpret the laws. Even if a bill is passed by Congress and is signed by the president, it may still be declared unconstitutional by the U.S. Supreme Court. To balance this power of the judicial system, the power to appoint judges to the Supreme Court is held by the president, but must have the approval of the Senate. Judges may be removed from office if they are impeached by the House of Representatives.

Thus, each power held by one branch of government may be controlled to an extent by the other branches.

3. What powers do each of the three branches of American government have?
-
4. List some of the ways that the three branches of government are able to check the powers of the other branches.
-

5. Put into your own words what *checks and balances* means.

6. Why was this system of checks and balances adopted?

Check your answers by turning to the Appendix, Section 5: Activity 2.

Activity 3: The Right to Disagree

One of our basic rights in a democratic society has been the right to freedom of expression or the freedom to dissent. This right is placed within the constitutions of democratic nations and allows the citizen of these states to voice their opinions, even though those opinions may go against the wishes of the majority. This right also means, though, that you cannot deny someone else the right to speak. Individuals are free to express their opinions without fear of police or government. In Canada, the Charter of Rights and Freedoms guarantees Canadians this fundamental freedom.

The Canadian Charter of Rights and Freedoms, also protects individuals from discrimination. Under the terms of the Charter, no one may discriminate against individuals because of their sex. Keep this in mind as you read the following case study of a young girl wishing to play hockey in the OMHA (the Ontario Minor Hockey Association).

Was It Discrimination?

In the 1970s, Gail Cummings tried out for and made an Atom All-Star team in Huntsville as a goalie. She was chosen by coach Barry Webb solely on the basis of her ability. The Ontario Minor Hockey Association, of which Huntsville was a member, ruled that she could not compete for this team since the OMHA consisted of all-boy teams; and, therefore, no girl could participate. Thus, despite her ability she could not play for her team.

Gail's mother lodged a complaint with the Ontario Human Rights Commission stating that Gail was being prevented from using public buildings because of her sex. She felt that the OMHA ruling violated the Ontario Human Rights Code which states: No person shall deny to any person the use of services and facilities that are customarily used by the public because of race, creed, colour, age, sex, marital status, ancestry, or place of origin of the person.

After the Ontario Human Rights Commission were unable to reach a decision, the matter was referred to a board of inquiry. Both sides in the case presented their arguments to the commission as follows.



Gail Cummings challenges for her rights.

OHRC on behalf of Gail Cummings stated the following:

- The OMHA offers services in a place to which the public is normally admitted.
- The OHMA denied Gail Cummings the use of these services solely because of her sex.
- This was a violation of the Ontario Human Rights Code.
- Gail had made the team on the basis of her ability and would, according to coach Webb, have been kept by the team if it had not been for the OMHA ruling.

The OMHA presented their defence by stating the following:

- The OMHA was a private, voluntary association and not a public service or facility, therefore the Ontario Human Rights Code should not apply.
- The OMHA would lose members if girls were admitted.
- There was no public demand for co-ed hockey.
- The association should have the right, as a private association, to control its own membership.
- It felt it was socially and morally unacceptable for girls and boys to play hockey together.

¹ Reprinted with permission – The Toronto Star Syndicate

- It would be psychologically harmful to the boys to lose to the girls.
- The rough play involved in hockey could cause the boys to lose respect for girls and treat them roughly in other non-hockey situations as well.

The board of inquiry ruled that the OMHA decision was a violation of the Ontario Human Rights Code and so ruled in favour of Gail Cummings.

The OMHA appealed the board decision to the Supreme Court of Ontario. It reversed the board of inquiry's decision ruling in favour of the OMHA. The Supreme Court decided that the OMHA was a private organization and as such had every right to restrict their membership, if they chose to do so.

1. Based on the Ontario Human Rights Code, what human right had been violated when the OMHA prevented Gail Cummings from playing hockey for the Huntsville Atom All-Star team?

2. Give the two arguments put forth by the Ontario Human Rights Commission which supported Gail's right to play hockey.

3. Give the arguments against Gail playing for the all-boy hockey team.

4. What was the final decision after the appeal to the Supreme Court of Ontario?

Check your answers by turning to the Appendix, Section 5: Activity 3.

Activity 4: Representing the People in a Different Way

You should have learned so far that Canada and the United States are two examples of democracies that protect the rights of individuals, as well as represent them in the decision-making process. But there are different types of democracy.

Do you remember the continuum you were shown in Section 1? Democracy was placed in the centre of the continuum, with communism on the extreme left and fascism on the extreme right. There are political systems that lie in between these, as you will now see.



Democratic socialism: a system that ensures the freedom of the group within society and gives the individual the right to share with the group

Democracy stresses the individual while communism stresses the collective, or the group. A political system that lies in between the two systems is known as **democratic socialism**. Democratic socialism is a democratic form of government that elects its representatives in a slightly different way than is done in Canada or the United States. This system, as practised in Sweden, ensures freedom for the group within society. The individual has the right to share with the group.

Single member plurality system: a system in which the candidate receiving the most votes in a district or riding wins the election

Canada has what is called a **single member plurality system**. This means that the person with the most votes in a voting district or riding wins the election. The problem with that is there may be five or six candidates running, and the winning candidate may only have the support of, let's say 40 percent of the people; yet due to receiving the most votes, wins!

For example, results in a typical riding in a Canadian election might look something like the following.

Candidate	Votes	Percentage of Votes
Candidate A	4 000	40%
Candidate B	2 500	25%
Candidate C	1 700	17%
Candidate D	1 200	12%
Candidate E	400	4%
Candidate F	200	2%

1. What is meant by a single member plurality system?

2. What is the one major problem with this system?

Check your answers by turning to the Appendix, Section 5: Activity 4.



How does the representative system differ in Sweden? How do they deal with the problem of the plurality system where only one candidate may win but may not have the support of the majority of the voters?

Proportional Representation

***Proportional representation:** a system whereby seats in a legislature are distributed according to the percentage of votes received*

Sweden uses another system of representative democracy known as **proportional representation**. In this system the various parties in an election are allotted seats in the legislature, or Rikstag, based on the percentage of the total votes that party received.

In Sweden members are elected in two ways:

- 310 from individual electoral areas
- 39 from the country as a whole

For example, if an electoral area is to elect fifty members these procedures are followed:

- Each party presents a list of potential candidates.
- The election is held with the citizens voting for the party of their choice, not the individual.

- The votes are tallied and the percentage of the total votes for each party calculated.
- This percentage is then converted into the number of members that party has elected.
- Those members are then selected by the party from the list of candidates they presented before the election.

The following chart shows the possible results of an election of fifty members.

Party	Percentage of Total Vote Received	Total Number of Seats	Number of Seats Party Receives
A	20%	50	10
B	26%	50	13
C	40%	50	20
D	14%	50	7

Proportional representation leads to a number of developments that don't occur in Canada. It encourages small political parties to run candidates in elections. In the Canadian winner-take-all system small parties would be unlikely to win many, if any seats. In Sweden even the small parties are likely to elect some of their members in proportion to their actual support by the electorate. Limits are placed on this by requiring that before electing a member a party must receive a minimum of 4 percent of the national vote to 12 percent of the vote in area elections.

In Canada, normally the party electing the most members forms the government. In most cases one party will elect over half of the members. In Sweden, because the vote can be split among so many parties, one party is unlikely to elect a majority. It is common for several of the smaller parties to unite in a coalition, thus forming a majority and the government. For example, if parties A, B, and D in the chart formed a coalition, they would form the government. This is unlike Canada, where the most popular party forms the government.

In order for the parties to reach a consensus and form a coalition, it is probable that each of them will have to give up on some of their principles or promises. This is another disadvantage of this system. It may leave them unable to carry out many new ideas because they cannot agree on their direction.

Another problem is that the party most popular with the people may be excluded from the government. The more parties running, the more likely a coalition is to happen, since the vote will be split up among the several parties. The probable outcome is that no one party will emerge with a majority.

3. Under proportional representation, how are seats in the legislature divided?

4. What are some advantages to this system?

5. What are some of the disadvantages to this system?

Check your answers by turning to the Appendix, Section 5: Activity 4.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts, it is recommended that you do the Enrichment.

Extra Help

Characteristics of Democracies

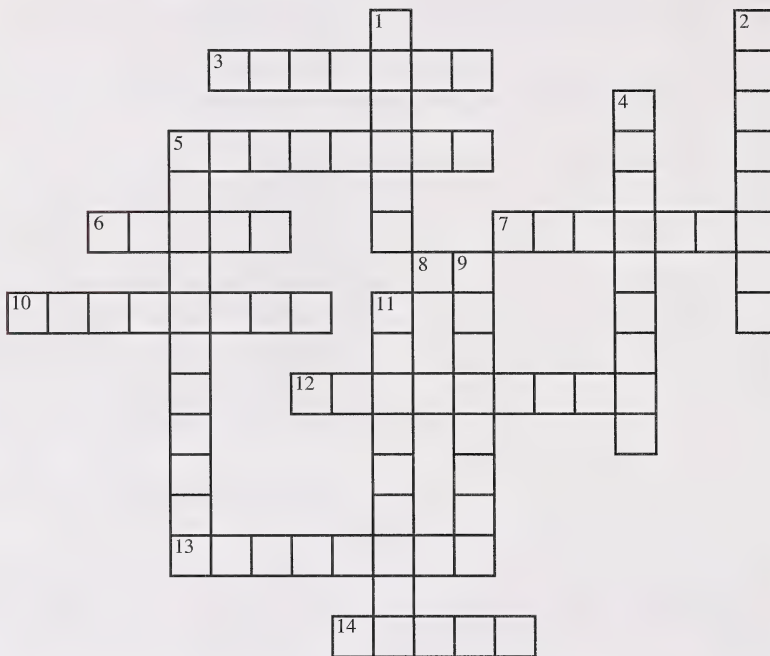
- There is less control of the individual by the state.
- Citizens may become involved in the decision-making process by doing the following:
 - voting in elections
 - joining and becoming involved in political parties
 - joining or forming pressure groups or interest groups
 - using the media (radio, television, newspapers and magazines)
 - appealing unfair decisions or actions to the courts

- The Canadian Charter of Rights and Freedoms guarantees your freedom and rights:
 - freedom of expression
 - freedom of association
 - freedom of religion
 - right to vote in elections
 - right to run for office
 - mobility rights
 - right to live and work anywhere in Canada
 - right to enter, or leave, or remain in Canada
 - legal rights
 - right to life, liberty, and security of person
 - right to a fair trial if accused of a crime
 - right to use the English or French language in all federal offices, the federal courts, and schools (if there are enough people of that language group to make it worthwhile)
 - right to bring denial of any of your rights before the courts
- Governments of U.S. and Canada have similar three-branch systems:
 - executive
 - enforces or carries out the laws
 - consists of the Governor General, the Prime Minister, and Cabinet in Canada
 - consists of the President in the U.S.
 - legislative
 - makes the laws
 - consists of the Parliament (House of Commons and Senate) in Canada
 - consists of the Congress (House of Representatives and Senate) in the U.S.
 - judicial
 - interprets the laws
 - consists of the Courts in both the U.S. and Canada

In Canada each branch is responsible to the one below it. In the United States, however, the power of individual branches is controlled by a system of checks and balances.

- Sweden uses a system of proportional representation:
 - has 310 members in their legislature (the Rikstag) elected from individual elector areas and 39 from the country as a whole
 - voters vote for a party, not an individual
 - Each party elects a certain number of representatives based on the percentage of the total votes that party received.
 - Each party selects the members of that party to serve from a list submitted by the party before the election.

1. Now complete the crossword puzzle that follows.



Down

- | | | | |
|---|--|---|---|
| 1. how citizens choose a candidate to represent them in government | 5. the part of government that makes the laws | 5. someone who tries to influence government officials to change their policies | 10. another name for an interest group |
| 2. the American equivalent of the House of Commons and Senate | 9. the right to move around in, or to leave Canada | 6. the right in Canada that allows individuals to have a fair trial | 12. performs the executive function in the U.S. |
| 4. a system in which the candidate getting the most votes in a voting district wins | 11. the part of government that carries out the laws | 7. the highest court in Canada | 13. the right protecting people from discrimination |
| | | 8. the initials of the position held by the leader of Canada | 14. radio, television, newspapers, and magazines |

Across

3. where all the elected members of Parliament sit in Canada, the House of

Check your answers by turning to the Appendix, Section 5: Extra Help.



2. If you have the appropriate video equipment view the videotape “How Parliament Works” and then complete the questions that follow. This video provides an excellent review of how the Canadian parliamentary system is organized and what functions the various government bodies have. The actual prime minister and the governor general have changed since the video was made, but the roles of these two offices remain the same.

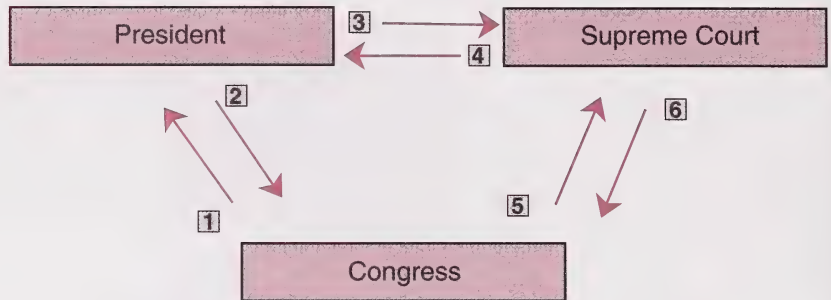
After viewing the video, complete the following chart.

Government Body	Function
Governor General	
Prime Minister	
Cabinet	
Senate	
House of Commons	
Official Opposition	
Committees	
Political Parties	

Check your answers by turning to the Appendix, Section 5: Extra Help.

Enrichment

Review the American system of checks and balances in Activity 2. Then for each of the following decide **a.** which branch of government carried out the action, **b.** which branch was affected by the action, and **c.** which number from the diagram would apply to the action. An example has already been completed for you.



- In 1946, President Truman's proposal for "New Deal"-style measures (a package of measures including increased hourly wages and increased spending on public works) was rejected by Congress.
 - legislative
 - executive
 - 1
- The House of Representatives sought to impeach (to remove from office) the President, in this case President Andrew Johnson, but failed by one vote.
 - _____
 - _____
 - _____
- The Senate checked the power of President Woodrow Wilson when it refused to ratify (or agree to) the Treaty of Versailles in 1919.
 - _____
 - _____
 - _____
- President Jackson vetoed the Bank Bill in 1832 even though it had been passed by Congress.
 - _____
 - _____
 - _____
- President Carter negotiated a new fisheries treaty with Canada but it failed to receive the necessary two-thirds vote in the Senate.
 - _____
 - _____
 - _____

6. Congress impeached a judge found guilty of improper conduct.
a. _____ b. _____ c. _____
7. In 1947, President Truman rejected the Taft-Hartly Act and sent it back to Congress.
a. _____ b. _____ c. _____

Check your answers by turning to the Appendix, Section 5: Enrichment.

Conclusion

The democratic system works for the benefit of the individual in society, as the individual has rights and freedoms that are guaranteed by a constitution. The individual is directly involved in the decision-making process through elected representatives.

The principle of majority rule with respect of minority rights is a basic principle in a democracy.

An essential difference that shows the difference between a democracy and a dictatorship is that a democratic government is accountable to its citizens whereas a dictatorial government is not.



WESTFILE INC.

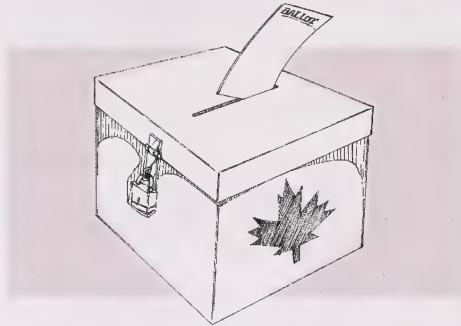
Assignment
Booklet

ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

MODULE SUMMARY

This module has examined the two major political systems that dominate our world. The system of beliefs or ideologies that determine the attitudes and beliefs of those two political systems determine how much involvement the government has in the lives of its citizens. One system places an emphasis on the individual, allowing for rights and freedoms as well as citizen participation in the political process. The other system places emphasis on the collective (or group) and makes all of the decisions for its citizens.



To ensure that our democracy works for the benefits of the individual, citizens must take part in the decision-making process. Realizing that citizens in a dictatorship have no rights and freedoms, citizens in a democracy must constantly be aware of any infringement on their liberties. Understanding and being aware of the Canadian political system and alternative systems should allow you to better appreciate the democratic process.

Appendix



Glossary

Suggested Answers

Glossary

Anarchy

- a state of political disorder and violence due to the absence of government

Authoritarian

- a type of government in which the leader and the elite make all of the political decisions
It is also known as a dictatorship.

Communism

- a political system in which the government has total control over the individual; it is ruled by a single party which rules over a classless society, following the doctrines of Karl Marx

Concentration camp

- a camp where persons such as political or war prisoners or refugees are detained or confined

Conservative

- a person who tends to reject change, and who likes things the way they are

Constitution

- a set of written or unwritten rules or guidelines by which a country is governed

Continuum

- a means of arranging various viewpoints to indicate differences (also known as a spectrum)

Democratic socialism

- a system that ensures the freedom of the group within society and gives the individual the right to share with the group

Direct democracy

- a political system where all citizens make the laws and decisions themselves, on a majority basis

Dissidents

- those who disagree with an opinion or a group

Elite

- a powerful minority group inside a government who make political decisions

Executive

- relating to the part of government that carries out the laws

Fascism

- a political system in which the government has total control over the individual; it is a single-party dictatorship which is intensely nationalistic, racist, imperialistic, and militaristic

Freedom of assembly

- the right to get together with others to discuss problems

Freedom of speech	<ul style="list-style-type: none">• the freedom to voice an opinion without fear of punishment from the government
Führer	<ul style="list-style-type: none">• a German term meaning <i>leader</i>, it became synonymous with Adolf Hitler during the Second World War
Human rights	<ul style="list-style-type: none">• basic rights and freedoms that are meant to be enjoyed by citizens of a state
Ideology	<ul style="list-style-type: none">• a system of beliefs that is used to explain views of the world
Imperialistic	<ul style="list-style-type: none">• having the desire to control another nation's territory for economic, political, or territorial gain
Judicial	<ul style="list-style-type: none">• relating to the part of government that interprets the laws
Junta	<ul style="list-style-type: none">• an elite council of military generals who make up the government; usually seen in a dictatorship
Left wing	<ul style="list-style-type: none">• a liberal point of view that desires reform, sometimes even revolution, to bring about change to the established order
Legislative	<ul style="list-style-type: none">• relating to the part of government that makes the laws
Liberal	<ul style="list-style-type: none">• a person willing to accept new ideas and change
Lobbyist	<ul style="list-style-type: none">• someone who tries to influence government officials by convincing them to change their policies
Majority rule	<ul style="list-style-type: none">• the wishes of the majority supercede that of the minority in government
Martial law	<ul style="list-style-type: none">• laws brought about by a government to deal with emergencies These laws are usually enforced by the military and involve the suspension of human rights and freedoms.
Media	<ul style="list-style-type: none">• means of communication such as newspapers, magazines, radio, and television
Nationalistic	<ul style="list-style-type: none">• having an attitude which favors the concerns of one's own country over those of other countries
Pressure group	<ul style="list-style-type: none">• a group of citizens with similar concerns or interests who attempts to influence government decisions

Proportional representation

- a system whereby seats in the legislature are distributed according to the percentage of votes received

Radical

- a person who favours quick change and extreme methods to bring about that change

Reactionary

- a person who wants a change but favours a return to the past (right wing)

Referendum

- a vote by the citizens on a specific matter of public policy or law

Representative democracy

- a political system in which leaders are elected by the people to make decisions for them in government

Right wing

- a conservative point of view which could even include changing things to the way they were in the past

Single member plurality

- a system in which the candidate receiving the most votes in a voting district or riding wins the election

Solidarity

- the Polish workers' union led by Lech Walesa

Spectrum

- a continuous sequence or range

Totalitarian

- a political system which stresses total control of all aspects of the individual's life

Suggested Answers**Section 1: Activity 1**

1. Answers will vary but should be current; examples given could change.

Democracies	Dictatorships
Canada	China
United States	Cuba
Australia	North Korea
France	Libya

2.
 - a. democracy
 - b. dictatorship
 - c. dictatorship
 - d. democracy
 - e. democracy
 - f. democracy
 - g. dictatorship

Section 1: Activity 2

1. The arrows in the dictatorship go down because all decisions are made by the leaders. The arrows in the democracy go up because the citizens make the decisions.
2. Examples might be during times of war, times of emergency, or when the nation's security is at risk.
3. No, the fire chief has to make decisions instantly in order to control the emergency.

Section 1: Activity 3

1. Decisions are made by the ruling elite.
The rights and freedoms of its citizens are not respected.
Political inequality is encouraged.
No political competition is permitted.
2. Freedom of speech is freedom to say what you want without fear of censorship.
Freedom of assembly is freedom to gather together with others to discuss issues.
3. Freedom of speech: This includes newspaper editorials, political forums, and private conversations.
Freedom of assembly: This includes parades, rallies, protests, and demonstrations. They are rights in a democracy.
4. It permits political competition through allowing different political parties and having periodic elections where people can make choices.
5. Dictatorships see competition as a challenge or threat to the leadership.

6.

Type of Dictatorship	Example	Characteristics
Military	Peru Chile* Argentina* *at various times	<ul style="list-style-type: none"> • leader controls the armed forces • military is in control • government has appearance of a democracy
Nationalist One Party State	Nazi Germany Fascist Italy	<ul style="list-style-type: none"> • single mass party • nationalistic • racist • imperialistic • militaristic
Traditional Absolute Monarchy	Saudi Arabia	<ul style="list-style-type: none"> • characteristic of traditional societies • leader passes power on to the heirs • one individual has total control
Ideological One Party State	Soviet Union China	<ul style="list-style-type: none"> • has a small elite in power • no dissent or opposition permitted • often appears in underdeveloped countries

Section 1: Activity 4

1. Totalitarianism is a political system which seeks to control all aspects of the individual and society.
2. Characteristics of a totalitarian state include
 - centralized government
 - no political opposition permitted
 - citizens under total political, economic, and social control
3. Having an enemy helps unite the citizens.
4. Governments rely on individuals for opinions, criticism, ideas, and feedback.
5. There would be no criticism or political opposition to government policy.

6.

Advantages	Disadvantages
<ul style="list-style-type: none">• Government decisions are easy to implement (bring in).• Everything is uniform (the same).• Solid economic gains may be made.	<ul style="list-style-type: none">• It denies individual freedoms.• It allows for little criticism of government.• The individual is forced to follow government decisions.• Fear of government is prevalent.

7. People who do not go along with their leaders are punished. Punishment may include torture, physical hardship, slave labour, or imprisonment.
8. No, courts, media, political opposition, the constitution all act as safeguards. Public awareness also acts as a safeguard.

Section 1: Activity 5

1. People do not have enough time to become informed about all of the issues. Because of the size of the population, it would also take too much time for decisions to be made.
2. Greece
3. Making sure all the citizens are properly informed in all matters and that all citizens participate is difficult.
4. Decisions are sometimes made according to party policy rather than the wishes of the voters.
5. Do I represent the wishes of the voters, or do I make decisions based on what is good for the country?
6. Being involved in the party system, joining pressure groups, voting in elections, paying attention to the media reports on government activity are ways citizens participate in decision making.

Section 1: Activity 6

1. Voting allows citizens the opportunity to choose the person who will represent them in government.
2. The individual can become involved in fund raising, policy development, and supporting candidates.
3. The citizen can influence the government by writing letters to the editor of the local paper which provide opinion, criticism, and suggestions.

4. They contact government representatives, put pressure on police, and initiate public awareness programs.
5. There is an increase in public awareness of drinking and driving issues.
6. Elections let the government know what the voters want and also provide feedback on government policies.

Section 1: Activity 7

1. It is an area where there is no right or wrong, it includes overlap where decisions made may reflect both extremes.
2.
 - a. Skateboards should only be used in designated areas.
 - b. Dogs must be on a leash in public parks.
 - c. Music must be turned down after 11 p. m.
 - d. Beer should only be sold at intermission or limited to two per customer.
 - e. Minors (under eighteen) cannot purchase cigarettes.
3.
 - a. The cartoon emphasizes social control; there are restrictions on what the individual can or cannot do.
 - b. The signs stating post no bills, restricted parking, no access, no drinking, and no U-turn are evidence.
 - c. There does have to be some government control so that the rights and freedoms of others in society are respected.
 - d. Drinking and driving laws, firearm restrictions, home safety restrictions, and driving regulations are some examples, but there are many others.

Section 1: Activity 8

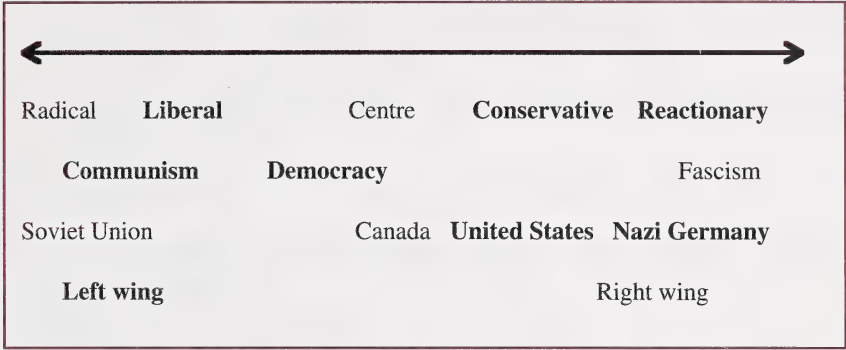
1. A liberal is a person who is willing to accept new ideas and change. A conservative is a person who favours things the way they are.
2.

a. conservative	c. liberal	e. conservative
b. conservative	d. liberal	

Section 1: Activity 9

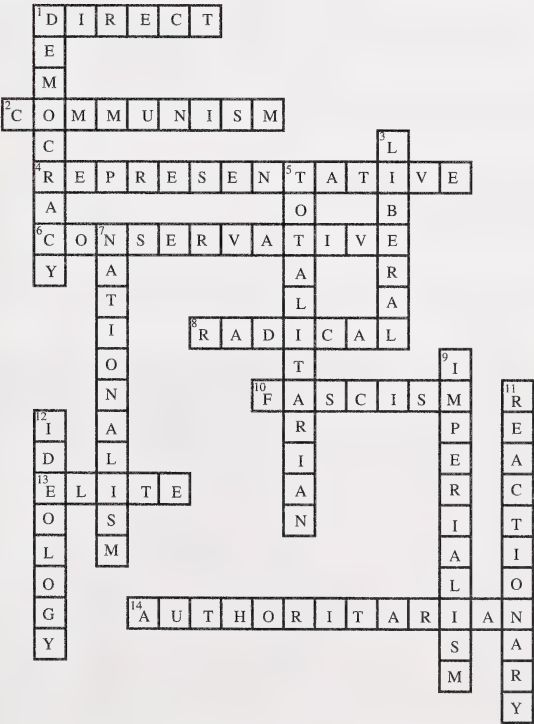
1.
 - a. In traditional definitions radical is to communism as **reactionary** is to fascism.
 - b. The tips of the horseshoe are examples of **totalitarian** types of government.
 - c. Conservative is to right wing as liberal is to **left wing**.
 - d. A reactionary favours a return to the way things were in the **past**.

- e. The centre bottom of the horseshoe includes examples of a **democratic** type of government.
 - f. A radical might support a **revolution** in order to bring about change quickly.
- 2.



Section 1: Follow-up Activities

Extra Help



Enrichment

1. A liberal accepts change and is sometimes eager for change to occur.
2. A radical will often use revolution and violence to bring about change.
3. A conservative likes things the way they are.
4. The reactionary resists change and favours a return to the past before the station existed.

Section 2: Activity 1

1. Government's task is to pass laws and make decisions.
2. Laws came about because order and protection of property was important.
3.
 - The entire group made the decisions.
 - Leaders made decisions.
 - Citizens and members of the assembly made decisions.
4. The citizens and members of the assembly of the city-states made the decisions.
5. Canadian citizens are given the opportunity at election time.

Section 2: Activity 2

1. Legislative makes the laws.
Executive carries out the laws.
Judicial interprets the laws.
2. If the government doesn't have the support of the people, or the House of Commons, a new government is chosen.

Branch of Government	Federal (Canada)	Provincial (Alberta)	Municipal (Your Local Area)
Legislative	House of Commons Senate	Legislative Assembly	City Council/ Councillors
Executive	Prime Minister and Cabinet	Premier and Cabinet	Mayor
Judicial	Supreme Court of Canada	Supreme Court of Alberta	Magistrate's Court

Section 2: Activity 3

1. Marina represents a dictatorship because she has to ask the government for permission to speak. George represents a democracy because he has the choice to speak.
2. Responsibility means individuals are accountable for their own actions; they must accept the consequences of their own actions.
3. Elected officials have to make decisions that have the approval of the citizens or are for the benefit of the country.
4. The elite or the leader makes the decisions in a dictatorship.
5. The government believes that it is in the best position to make decisions; the average citizen is not informed enough.
6.
 - a. Included would be police, fire fighters, emergency crews such as toxic waste clean-up crews, etc.
 - b. Sometimes they may be necessary to maintain law and order and safety.

Section 2: Activity 4

1. Citizens in a democracy request laws or changes in laws, and they run for positions in government.
2. Citizens' votes in a dictatorship are not true elections because there is only one candidate on the ballot.
3. The demonstrations were carried out by 'misguided' individuals who were only thinking of themselves.

Section 2: Activity 5

1. A constitution is a document that establishes a set of guidelines or rules by which the government governs its citizens.
2. Canada's constitution is contained in the Constitution Act, 1982.
3. The alternative is an anarchy.
4. Constitutions may guarantee
 - freedom of religion
 - freedom of association (the right of people to assemble peaceably and petition the government)

- universal suffrage (the right to vote in elections at all levels)
 - legal equality before the law which gives every citizen the same political and legal opportunity before the law
 - civil liberties (which include freedom of speech, freedom from arbitrary arrest, and protection of minority groups)
5. According to Marina, group interests are more important.
 6. No opposition to the leadership is permitted. The individual must support the leadership out of duty.

Section 2: Activity 6

1. Majority rule means following the wishes of the larger group while respecting the rights of the smaller group. Examples will vary.
2. They may be tortured, imprisoned, or sent to work camps.
3. One way is how the native Indian and Inuit population and French Canadians are treated.
4. Examples may include the rights of homosexuals, AIDS victims, visible minority groups, immigrants, and so on.
5. Go with the wishes of the majority, but allow the minority the opportunity to exercise their rights. For example, if the majority vote for no smoking, allow for designated areas for the minority, the smokers.
6. Minorities have the right to express dissatisfaction through legal means.
7. The democratic government's first duty is to protect the freedom and safety of its citizens.
8. They used the power of the War Measures Act to arrest and detain citizens without trial or explanation.
9. Through martial law, the government and police could arrest and detain citizens without reason.

Section 2: Follow-up Activities

Extra Help

- | | |
|-----------------|------------------|
| 1. Dictatorship | 6. Democracy |
| 2. Dictatorship | 7. Dictatorship |
| 3. Democracy | 8. Democracy |
| 4. Dictatorship | 9. Dictatorship |
| 5. Democracy | 10. Dictatorship |

Enrichment

Why government is needed	Why government is not needed
<ul style="list-style-type: none">• to maintain security• to provide leadership and guidance• to prevent anarchy• to protect individual rights and freedoms• to make laws• to ensure equality of citizens• to discuss issues in a recognized forum	<ul style="list-style-type: none">• let the citizens govern themselves• allows for individuals to make decisions for themselves• it would prevent unwanted decisions• it would prevent interference by governments

Section 3: Activity 1

1. Citizenship means being an active and participating member of a political system which allows for free expression or opinion.
2. Voting during elections, being informed about issues, knowing one’s rights and responsibilities, being aware of alternative viewpoints, and obeying and respecting the laws of society should be practised by Canadian citizens.
3. Your answers may be different. The following is given as a possible answer.



1. individual chooses to participate
2. campaign to encourage participation
3. citizens over 18 must participate
4. laws brought in to force participation
5. fine for not participating
6. imprisonment for non-participation

Section 3: Activity 2

1. Running for office, contributing money to political campaigns, supporting candidates, canvassing support for candidates, voting in elections, and convincing others to participate are ways that a citizen in a democracy can become involved in the decision-making process.
2. Becoming informed about the issues, being aware of your rights, criticizing government policies when necessary are some other ways of participating. Did you think of others?

3. Freedom of speech, freedom of assembly, freedom of association, freedom to express opinion, and freedom to participate freely in the affairs of the state are guaranteed.
4. Those who criticize government may be tortured, imprisoned, or executed.
5. *Duty, permitted, obedience, discipline* are words that suggest forced participation.

Section 3: Activity 3

1. A junta is a council of military generals, and is usually a feature of a military dictatorship.
2. Attempts are met with violence, arrest, censorship, banning of all strikes, torture, and executions.
3. Southern European nations that have changed to a more democratic form of government include Spain, Greece, and Portugal.
4. Changes were brought about through protests, strikes, and civil disobedience.
5. The Philippines, Haiti, Panama, South Korea, and Taiwan are some examples.

Section 3: Activity 4

1.
 - a. It is a dictatorship.
 - b. Reasons include arrest without explanation, individual rights ignored, no political opposition permitted, inhuman treatment.
2.
 - a. It is a democracy.
 - b. Freedom of worship (religion), freedom of choice and opinion, and mobility rights are reasons.
3. Freedom from arbitrary arrest and detention, freedom of opinion, freedom of religion, and freedom to enjoy liberties are some human rights.

Section 3: Activity 5

1. Human rights are basic rights and freedoms enjoyed by citizens of a state.
2. Right to liberty, equality before the law, right to freedom, the right to life, and governments subject to the law are similar in all of the constitutions.
3.
 - a. right to thought and opinion, freedom from arbitrary arrest and detention
 - b. the right to strike, government cannot remove rights
 - c. freedom from unreasonable search and seizure

- d. freedom of thought and opinion as well as expression
- e. all people are created equal, freedom from discrimination based on sex

4.

Excerpt	Political System	Reason
Samuel Livingston	dictatorship	Dictatorships do not guarantee rights and freedoms.
Coal Miners' Strike	both	Dictatorships do not allow strikes. Democracies may intervene to protect society's interests.
Drug Case	democracy	Citizens' rights are guaranteed before the law.
Newspaper Shutdown	dictatorship	Dictatorships do not tolerate criticism.
Joyce Foster	both	Dictatorships do not encourage equality. Democracies are dealing with issues of discrimination based on sex.

Section 3: Follow-up Activities

Extra Help

Democracy	Dictatorship
<ul style="list-style-type: none"> • freedom to participate in elections • practise responsible citizenship • opportunity to choose one's government • freedom to be equal before the law • respect the rights of others within society • become involved as part of the duty of a responsible citizen • respect the idea of majority rule with respect to minority rights 	<ul style="list-style-type: none"> • obligation to serve the interests of the state • not permitted to criticize the government • duty to support the leadership without question • place group interests above individual interests • provide loyalty and obedience to the leadership • become involved in youth groups • be prepared to give up freedoms for the benefit of the state

Enrichment

1.
 - a. freedom of expression; opinion
 - b. government
 - c. dictatorship
2.
 - a. freedom of peaceful association, opinion, or expression
 - b. school administration
 - c. democracy or dictatorship, or both
3.
 - a. freedom of religion, worship
 - b. government
 - c. dictatorship
4.
 - a. freedom of assembly or association
 - b. local government officials
 - c. democracy
5.
 - a. freedom of opinion or expression
 - b. government
 - c. dictatorship
6.
 - a. freedom of opinion or expression
 - b. government
 - c. democracy
7.
 - a. freedom from discrimination, equality
 - b. hockey team management
 - c. democracy, dictatorship, or both
8. Information will vary depending on the web sites you locate.

Section 4: Activity 1

1. The state, or government, makes the decisions.
2. They limited them through suppression of all forms of individual liberty, including speech, opinion, religion, press, and courts; censorship of the media; tight controls of the courts; and strict control of social organizations.
3. Control over the information means control over the minds and hearts of citizens.
4. Editors were told what to print.

5. Nazis were able to stage demonstrations to blame communists and to suppress news of murders and terrorist activities of the Nazi Party military organizations and news of the concentration camps.
6. It was the Nationalist Socialist German Workers' Party.
7. They received a sentence of hard labour for up to three years, or imprisonment between six months and three years.
8. The leadership is correct.

Section 4: Activity 2

1. Lech Walesa was the leader of the Polish workers' union, Solidarity.
2. They demanded the right to strike, freedom of expression, abolition of censorship, political freedoms, freedom of access to media, and freedom for the public to discuss issues.
3. It was asking for the right to replace the current government with a democratic government.
4. Martial law was declared to preserve the Communist dictatorship.
5. Martial law led to the banning of Solidarity.
6. The Secretariat and the Politburo made the decisions.
7. The general population made up the box outside the Party.
8. The general population had little or no input in the decision-making process.
9. Reverse the direction of the arrows, as they would appear in a democratic model.
10. The educated elite (lawyers, judges, engineers, journalists, and scholars) were the usual members.
11. Its main functions were to make all the political and economic decisions, and to make sure the people fulfilled the party tasks.
12. People were not given any meaningful choice between policies and leaders.
13. It was to give the impression to citizens that they had some say in government.
14. He was arrested for possessing a banned book, later for speaking against the government.
15. Labour camps, prison, political exile, and psychiatric hospital confinement were the punishments the government used.

Section 4: Activity 3

1. public officials and soldiers
2. the Führer, Adolf Hitler
3. the Führer (Hitler) of the German Reich
4. The common interest of society was considered more important than the individual.
5. The individual has little importance in the dictatorship.

Section 4: Activity 4

1. Freedom of opinion and expression, equality before the law, freedom from arbitrary arrest, and civil liberties were violated by the government.
2. Carmen Quintana was involved in 'persistent and serious terrorist activity.'
3. Carmen and another student were doused with gasoline which was later set on fire.
4. A total of 6000 people were killed, 25 000 disappeared, and others were tortured and exiled.
5. It was dealing with terrorists and attempting to maintain order and security.
6. No opposition permitted, restrictions on the rights and freedoms of individuals, legal rights ignored, and no civil liberties are characteristic of a dictatorship.

Section 4: Follow-up Activity

Extra Help

Group	How Dealt With
Trade Unions	<ul style="list-style-type: none"> abolished or made illegal
Political Parties	<ul style="list-style-type: none"> outlawed (not permitted)
Opposition Within the Nazi Party	<ul style="list-style-type: none"> accused of plotting against Hitler and eliminated (shot)
The Arts	<ul style="list-style-type: none"> banned, if they did not reflect Nazi ideals
Newspapers	<ul style="list-style-type: none"> forced out of business or banned
The Church	<ul style="list-style-type: none"> allowed to continue as long as they supported the State dissenting church members sent to concentration camps
Schools	<ul style="list-style-type: none"> taught Nazi ideals brought back corporal punishment (the strap)
German Youth	<ul style="list-style-type: none"> pressured to join Nazi youth organizations obligated to complete a period of labour service

Enrichment

Your essay should include the following points:

- leadership represented the state
- oath of loyalty to the leader
- sacrifice of individual desires
- belief in the Aryan “race”
- other races considered inferior
- idea of *Lebensraum* (living space)
- traditional roles for men and women

Section 5: Activity 1

1. In a dictatorship the individual is totally controlled by the state; in a democracy there is only limited control over the individual.
2. Government, with the consent of the citizens, makes the decisions.
3. It is to protect Canadian consumers.
4. They publish a magazine that prints the results of research.
5. Its main task is to test products.
6. Interest group techniques include direct contacting of civil service and cabinet, lobbying government officials, informing the public, putting public pressure on government.
7. A lobbyist is someone who tries to influence government officials by convincing officials to change their policies.
8. By voting, we choose the people who represent us in government.
9. Some protest against the government, others feel that their vote won't make a difference, and others can't decide for whom to vote.
10. Newspapers, magazines, radio, and television make up the media.
11. The average citizen might write a letter to the editor of a local newspaper, report injustices, and provide criticisms and suggestions.
12. Supporting political parties through raising funds, campaigning for the candidate of your choice, and joining political parties are all ways citizens can become involved.
13. Of the functions listed, raising money, speaking to voters, providing services for voters, and supporting approved candidates allow citizens the most participation.
14.
 - a. fundamental freedoms, democratic rights
 - b. mobility rights
 - c. equality rights
 - d. language rights
 - e. fundamental rights
 - f. legal rights

Section 5: Activity 2

1.

	Canada	U.S.A.
Executive	Crown, prime minister and cabinet	President
Legislative	House of Commons and Senate	House of Representatives and Senate
Judicial	Supreme Court and Lower Courts	Supreme Court and Lower Courts

2.

Canada	United States
Executive power held by the Crown, prime minister and cabinet.	Executive power lies with the president only.
Executive is responsible to the House of Commons.	Executive is not responsible to Congress.
Prime Minister can be reelected for as many terms as he wishes.	President is limited to two terms in office.
If government policy is rejected the executive resigns.	If policy is rejected, the executive doesn't have to resign.
Senate members are appointed and may hold office until they are 75 years old.	Senate members are elected for 6-year terms.
Members in the House of Commons are elected for up to five years.	Members in the House of Representatives are elected for 2-year terms.

3. Congress can declare war, vote money bills for troops, override the president's veto, and refuse money bills. The president commands armed forces and signs bills into law (those bills passed by Congress). The Supreme Court may declare laws unconstitutional.
4. Congress can override the president's veto, and refuse the president's money bills; the president can refuse to sign bills passed by Congress; and the Courts can declare laws unconstitutional.
5. Each branch of government has powers which can hold other branches of government in check.

6. This system prevents any one branch of government from becoming too powerful.

Section 5: Activity 3

- Public services had been denied to Gail based on sex.
- Right to services had been denied based on sex, and Gail Cummings had proven her ability.
- The OMHA is not a public service or facility; the association has the right to control its own membership; and mixed competition may have bad effects on players.
- Private organizations have the right to restrict membership.

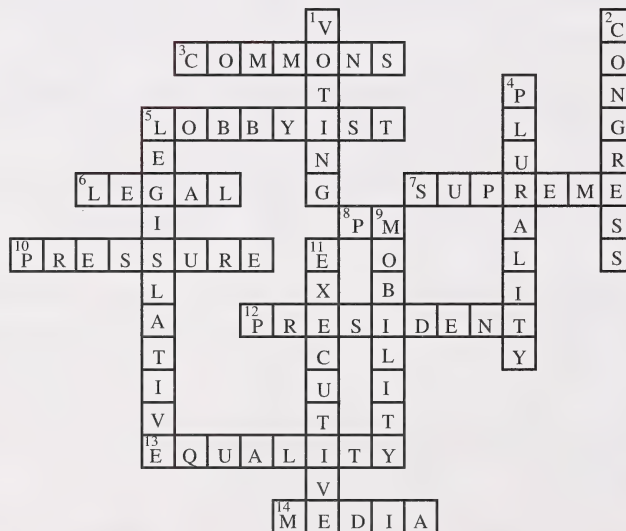
Section 5: Activity 4

- The candidate with the most votes in an electoral district wins the election.
- The candidate may receive less than the majority of votes.
- Political parties get a number of seats in the legislature based on the percentage of votes.
- It encourages smaller parties to take part in elections.
- Majority governments are difficult to form, and a party who receives the largest percentage of votes may not form the government.

Follow-up Activities

Extra Help

1.



2. Answers will vary, but should include the following points.

Government Body	Function
Governor General	represents the Queen, gives assent to bills, reads speech from the throne
Prime Minister	leader of federal govenment, controls his/her party, appoints cabinet and officials, controls government agenda
Cabinet	ministers with portfolios represent and defend their departments in government; see that their deparments carry out government policies
Senate	can initiate and amend legislation but cannot initiate laws on raising or spending money; is to balance uneven regional representation in the House of Commons
House of Commons	can initiate and amend legislation; MPs are to serve their constituents and help people cut through government red tape
Official Opposition	sits across from prime minister and the cabinet; forms a shadow cabinet; acts as a check on government policy
Committees	do investigative work and make recommendations
Political Parties	help people to get elected; once in a party expects its members to support its policies in votes

Enrichment

2.

a. legislative

b. executive

c. 1
3.

a. legislative

b. executive

c. 1
4.

a. executive

b. legislative

c. 2
5.

a. legislative

b. executive

c. 1
6.

a. legislative

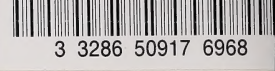
b. judicial

c. 5
7.

a. executive

b. legislative

c. 2



3 3286 50917 6968



LRDC
Producer

Social Studies 33
Student Module Booklet
Module 2

1996